

118TH CONGRESS
1ST SESSION

S. 3392

To reauthorize the Education Sciences Reform Act of 2002, the Educational Technical Assistance Act of 2002, and the National Assessment of Educational Progress Authorization Act, and for other purposes.

IN THE SENATE OF THE UNITED STATES

DECEMBER 4, 2023

Mr. SANDERS (for himself and Mr. CASSIDY) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To reauthorize the Education Sciences Reform Act of 2002, the Educational Technical Assistance Act of 2002, and the National Assessment of Educational Progress Authorization Act, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Advancing Research
5 in Education Act” or the “AREA Act”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

Sec. 1. Short title.

- Sec. 2. Table of contents.
 Sec. 3. Short title; table of contents for public law.

TITLE I—EDUCATION SCIENCES REFORM

- Sec. 101. References.
 Sec. 102. Resignations.
 Sec. 103. Definitions.

PART A—THE INSTITUTE OF EDUCATION SCIENCES

- Sec. 111. Establishment.
 Sec. 112. Functions.
 Sec. 113. Office of the Director.
 Sec. 114. Priorities.
 Sec. 115. Plans; education researcher pipeline.
 Sec. 116. National Board for Education Sciences.
 Sec. 117. Commissioners of the National Education Centers.
 Sec. 118. Agreements.
 Sec. 119. Director biennial report.
 Sec. 120. Transparency.

PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

- Sec. 131. Establishment.
 Sec. 132. Commissioner for Education Research.
 Sec. 133. Duties.
 Sec. 134. Standards for conduct and evaluation of research.

PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

- Sec. 141. Establishment.
 Sec. 142. Commissioner for Education Statistics.
 Sec. 143. Duties.
 Sec. 144. Performance of duties.
 Sec. 145. Reports.
 Sec. 146. Dissemination.
 Sec. 147. Cooperative education statistics partnerships.
 Sec. 148. Statewide longitudinal data systems.
 Sec. 149. Data innovation grants.

PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND EVIDENCE USE

- Sec. 151. National Center for Education Evaluation and Evidence Use.

PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

- Sec. 161. Establishment.
 Sec. 162. Commissioner for Special Education Research.
 Sec. 163. Duties.
 Sec. 164. Standards for conduct and evaluation of research.

PART F—GENERAL PROVISIONS

- Sec. 171. Repeals and redesignation.
 Sec. 172. Interagency data sources and formats.
 Sec. 173. Prohibitions.

- Sec. 174. Confidentiality.
- Sec. 175. Availability of data.
- Sec. 176. Performance management.
- Sec. 177. Vacancies.
- Sec. 178. Scientific or technical employees.
- Sec. 179. Authorization of appropriations.
- Sec. 180. Conforming amendments.

TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

- Sec. 201. Educational technical assistance.

TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

- Sec. 301. References.
- Sec. 302. National Assessment Governing Board.
- Sec. 303. National Assessment of Educational Progress.
- Sec. 304. Definitions.
- Sec. 305. Authorization of appropriations.

1 SEC. 3. SHORT TITLE; TABLE OF CONTENTS FOR PUBLIC
2 LAW.

3 Section 1 of the Act of November 5, 2002 (Public
4 Law 107–279; 116 Stat. 1940) is amended to read as fol-
5 lows:

6 “SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

7 “(a) SHORT TITLE.—This Act may be cited as the
8 ‘Education Sciences and Technical Assistance Act of
9 2002’.

10 “(b) TABLE OF CONTENTS.—The table of contents
11 for this Act is as follows:

“Sec. 1. Short title; table of contents.

“TITLE I—EDUCATION SCIENCES REFORM

“Sec. 101. Short title.

“Sec. 102. Definitions.

“PART A—THE INSTITUTE OF EDUCATION SCIENCES

“Sec. 111. Establishment.

“Sec. 112. Functions.

“Sec. 113. Delegation.

“Sec. 114. Office of the Director.

- “See. 115. Priorities.
- “See. 115A. Plans.
- “See. 115B. Education researcher pipeline.
- “See. 116. National Board for Education Sciences.
- “See. 117. Commissioners of the National Education Centers.
- “See. 118. Agreements.
- “See. 119. Director biennial report.
- “See. 120. Competitive awards.
- “See. 121. Transparency.

“PART B—NATIONAL CENTER FOR EDUCATION RESEARCH

- “See. 131. Establishment.
- “See. 132. Commissioner for Education Research.
- “See. 133. Duties.
- “See. 134. Standards for conduct and evaluation of research.

“PART C—NATIONAL CENTER FOR EDUCATION STATISTICS

- “See. 141. Establishment.
- “See. 142. Commissioner for Education Statistics.
- “See. 143. Duties.
- “See. 144. Performance of duties.
- “See. 145. Reports.
- “See. 146. Dissemination.
- “See. 147. Cooperative education statistics partnerships.
- “See. 148. State defined.
- “See. 149. Grant program for statewide longitudinal data systems.
- “See. 150. Data innovation grants.

“PART D—NATIONAL CENTER FOR EDUCATION EVALUATION AND EVIDENCE
USE

- “See. 151. Establishment.
- “See. 152. Commissioner for Education Evaluation and Evidence Use.
- “See. 153. Duties.
- “See. 154. Evaluations.
- “See. 155. What Works Clearinghouse and related functions.
- “See. 156. Evidence use activities.
- “See. 157. Regional educational laboratories for applied research, development,
and evidence use.

“PART E—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

- “See. 161. Establishment.
- “See. 162. Commissioner for Special Education Research.
- “See. 163. Duties.
- “See. 164. Standards for conduct and evaluation of research.

“PART F—GENERAL PROVISIONS

- “See. 171. Interagency data sources and formats.
- “See. 172. Prohibitions.
- “See. 173. Confidentiality.
- “See. 174. Availability of data.
- “See. 175. Performance management.
- “See. 176. Authority to publish.

- “Sec. 177. Vacancies.
- “Sec. 178. Scientific or technical employees.
- “Sec. 179. Voluntary service.
- “Sec. 180. Rulemaking.
- “Sec. 181. Copyright.
- “Sec. 182. Authorization of appropriations.

“TITLE II—EDUCATIONAL TECHNICAL ASSISTANCE

- “Sec. 201. Short title.
- “Sec. 202. Definitions.
- “Sec. 203. Coordination of technical assistance.
- “Sec. 204. Coordination between comprehensive centers and regional educational laboratories.
- “Sec. 205. Priorities.
- “Sec. 206. Governing boards.
- “Sec. 207. Comprehensive centers.
- “Sec. 208. Focus centers.
- “Sec. 209. Evaluations.
- “Sec. 210. Authorization of appropriations

“TITLE III—NATIONAL ASSESSMENT OF EDUCATIONAL
PROGRESS

- “Sec. 301. Short title.
- “Sec. 302. National Assessment Governing Board.
- “Sec. 303. National Assessment of Educational Progress.
- “Sec. 304. Definitions.
- “Sec. 305. Authorization of appropriations.

“TITLE IV—AMENDATORY PROVISIONS

- “Sec. 401. Resignations.
- “Sec. 402. Amendments to Department of Education Organization Act.
- “Sec. 403. Repeals.
- “Sec. 404. Conforming and technical amendments.
- “Sec. 405. Orderly transition.
- “Sec. 406. Impact aid.”.

1 **TITLE I—EDUCATION SCIENCES**
2 **REFORM**

3 **SEC. 101. REFERENCES.**

4 Except as otherwise expressly provided, whenever in
5 this title an amendment or repeal is expressed in terms
6 of an amendment to, or repeal of, a section or other provi-
7 sion, the reference shall be considered to be made to a

1 section or other provision of the Education Sciences Re-
2 form Act of 2002 (20 U.S.C. 9501 et seq.).

3 **SEC. 102. REDESIGNATIONS.**

4 The Act (20 U.S.C. 9501 et seq.) is amended by re-
5 designating sections 151 through 158, 171 through 174,
6 175 through 177, and 181 through 194, as sections 141
7 through 148, 151 through 154, 161 through 163, and 171
8 through 184, respectively.

9 **SEC. 103. DEFINITIONS.**

10 Section 102 (20 U.S.C. 9501) is amended—

11 (1) by striking paragraph (1), and inserting the
12 following:

13 “(1) IN GENERAL.—

14 “(A) ESEA TERMS.—

15 “(i) IN GENERAL.—The terms ‘dual
16 or concurrent enrollment program’, ‘early
17 college high school’, ‘elementary school’,
18 ‘English learner’, ‘local educational agen-
19 cy’, ‘multi-tier system of supports’, ‘other
20 staff’, ‘paraprofessional’, ‘school leader’,
21 ‘secondary school’, ‘Secretary’, ‘specialized
22 instructional support personnel’, ‘State
23 educational agency’, and ‘universal design
24 for learning’ have the meanings given
25 those terms in section 8101 of the Elemen-

1 tary and Secondary Education Act of
2 1965.

3 “(ii) SUBGROUP OF STUDENTS.—The
4 term ‘subgroup of students’—

5 “(I) means each subgroup of stu-
6 dents described in section
7 1111(h)(1)(C)(ii) of the Elementary
8 and Secondary Education Act of
9 1965; and

10 “(II) includes first generation
11 college students, as defined in section
12 402A(h) of the Higher Education Act
13 of 1965.

14 “(iii) CHARTER SCHOOL.—The term
15 ‘charter school’ has the meaning given the
16 term in section 4310(2) of the Elementary
17 and Secondary Education Act of 1965.

18 “(B) IDEA TERMS.—

19 “(i) CHILD WITH A DISABILITY.—The
20 term ‘child with a disability’ has the mean-
21 ing given the term in section 602 of the
22 Individuals with Disabilities Education
23 Act.

24 “(ii) INFANT OR TODDLER WITH A
25 DISABILITY.—The term ‘infant or toddler

1 with a disability’ has the meaning given
2 the term in section 632 of the Individuals
3 with Disabilities Education Act.

4 “(C) ADULT EDUCATION AND FAMILY LIT-
5 ERACY ACT TERMS.—The terms ‘adult edu-
6 cation’ and ‘adult education and literacy activi-
7 ties’ have the meanings given the terms in sec-
8 tion 203 of the Adult Education and Family
9 Literacy Act (29 U.S.C. 3272).”;

10 (2) in paragraph (2)(B), by inserting “or the
11 identification of evidence-based practices” after
12 “field of education”;

13 (3) in paragraph (5), by striking “Affairs” and
14 inserting “Education”;

15 (4) by striking paragraphs (17) and (21);

16 (5) by redesignating paragraphs (6), (7), (8),
17 (9), (10), (11), (12), (13), (14), (15), (16), (18),
18 (19), (20), (22), and (23), as paragraphs (8), (9),
19 (10), (11), (12), (14), (17), (19), (21), (22), (24),
20 (25), (28), (29), (30), and (31), respectively;

21 (6) by inserting after paragraph (5) the fol-
22 lowing:

23 “(6) BUREAU-FUNDED SCHOOL.—The term
24 ‘Bureau-funded school’ has the meaning given the

1 term in section 1141 of the Education Amendments
2 of 1978 (25 U.S.C. 2021).

3 “(7) CAREER AND TECHNICAL EDUCATION.—
4 The term ‘career and technical education’ has the
5 meaning given the term in section 3 of the Carl D.
6 Perkins Career and Technical Education Act of
7 2006.”;

8 (7) in paragraph (8), as redesignated by para-
9 graph (5), by striking “means an entity established
10 under section 203 of the Educational Technical As-
11 sistance Act of 2002” and inserting “has the mean-
12 ing given the term in section 202”;

13 (8) in paragraph (10), as redesignated by para-
14 graph (5)—

15 (A) by inserting “evidence-based” before
16 “products or processes”; and

17 (B) by striking “teaching” and all that fol-
18 lows through the period at the end and insert-
19 ing “teaching and learning, that lead to the im-
20 provement of student outcomes, including the
21 academic skills of students, and that may be
22 replicable in heterogeneous local educational
23 contexts.”;

24 (9) in paragraph (12), as redesignated by para-
25 graph (5)—

1 (A) by inserting “principals, other school
2 leaders,” after “teachers,”; and

3 (B) by inserting “specialized instructional
4 support personnel, other staff, early childhood
5 educators, administrators of early childhood
6 education programs, faculty, student support
7 staff, paraprofessionals,” after “other practi-
8 tioners,”;

9 (10) by inserting after paragraph (12) the fol-
10 lowing:

11 “(13) EARLY CHILDHOOD EDUCATION PRO-
12 GRAM.—The term ‘early childhood education pro-
13 gram’ has the meaning given the term in section 103
14 of the Higher Education Act of 1965.”;

15 (11) in paragraph (14), as redesignated by
16 paragraph (5), by striking “providing,” and all that
17 follows through the period at the end and inserting
18 “providing services to children in an early childhood
19 education program.”;

20 (12) by inserting after paragraph (14), as re-
21 designating by paragraph (5), the following:

22 “(15) EVIDENCE-BASED.—The term ‘evidence-
23 based’ means any educational activity, strategy,
24 intervention, or policy design that demonstrates a
25 statistically significant effect on improving relevant

1 outcomes for intended beneficiaries at the individual,
2 classroom, program, school, institutional, education,
3 or workforce system level based on evidence from at
4 least 1 well-designed and well-implemented study ca-
5 pable of causal inference, particularly randomized-
6 control trials.

7 “(16) EVIDENCE USE.—The term ‘evidence use’
8 means activities that build the capacity of practi-
9 tioners to effectively understand evidence-based
10 practices and scientifically valid research—

11 “(A) to comprehend the design principles
12 of evidence-based practices and identify, select,
13 implement, and adapt such practices in hetero-
14 geneous local educational contexts;

15 “(B) to support high-quality teaching and
16 learning and the continuous improvement of
17 education systems; and

18 “(C) which may be informed by the syn-
19 thesis of an evidence base related to a specific
20 activity, strategy, intervention, or policy design,
21 based on consistent findings across multiple
22 studies or sites to support the generality of re-
23 sults and conclusions.”;

24 (13) in paragraph (17), as redesignated by
25 paragraph (5), by striking “(including teachers and

1 other practitioners) and that conforms to standards”
2 and inserting “in collaboration with practitioners or
3 education system leaders and that conforms to the
4 principles”;

5 (14) by inserting after paragraph (17), as re-
6 designated by paragraph (5), the following:

7 “(18) GEOGRAPHIC REGION.—The term ‘geo-
8 graphic region’ means each of the 10 geographic re-
9 gions served by the regional educational labora-
10 tories.”;

11 (15) by inserting after paragraph (19), as re-
12 designated by paragraph (5), the following:

13 “(20) INDIAN TRIBE.—The term ‘Indian Tribe’
14 has the meaning given the term in section 4 of the
15 Indian Self-Determination and Education Assistance
16 Act (25 U.S.C. 5304).”;

17 (16) by inserting after paragraph (22), as re-
18 designated by paragraph (5), the following:

19 “(23) MINORITY-SERVING INSTITUTION.—The
20 term ‘minority-serving institution’ means an institu-
21 tion of higher education described in section 371(a)
22 of the Higher Education Act of 1965.”;

23 (17) in paragraph (24), as redesignated by
24 paragraph (5), by striking “section 133(c)” and in-
25 serting “section 133(g)”;

1 (18) by striking paragraph (25), as redesignated by paragraph (5), and inserting the following:

2 “(25) PRINCIPLES OF SCIENTIFICALLY VALID
3 RESEARCH.—The term ‘principles of scientifically
4 valid research’ means research standards that—

5 “(A) apply rigorous, systematic, and objec-
6 tive methodology to obtain reliable and valid
7 knowledge relevant to the needs of students,
8 families, practitioners, education system lead-
9 ers, and policymakers;

10 “(B) present findings and make claims
11 that are appropriate to, and supported by, the
12 methods that have been employed; and

13 “(C) include, appropriate to the research
14 being conducted—

15 “(i) use of research designs and meth-
16 ods appropriate to the research question
17 posed;

18 “(ii) use of systematic, empirical
19 methods that draw on observation or ex-
20 periment;

21 “(iii) use of data analyses that are
22 adequate to support the general findings;

23 “(iv) making claims of causal relation-
24 ships only in random assignment experi-
25

1 ments or other designs (to the extent such
2 designs substantially eliminate plausible
3 competing explanations for the obtained re-
4 sults);

5 “(v) consistency of findings across
6 multiple studies or sites to support the
7 generality of results and conclusions;

8 “(vi) presentation of studies and
9 methods in sufficient detail and clarity to
10 allow for replication or, at a minimum, to
11 offer the opportunity to build systemati-
12 cally on the findings of the research; and

13 “(vii) acceptance by a peer-reviewed
14 journal or critique by a panel of inde-
15 pendent experts through a comparably rig-
16 orous, objective, and scientific review.”;

17 (19) by inserting after paragraph (25), as re-
18 designated by paragraph (5), the following:

19 “(26) PRIORITIES.—The term ‘priorities’ means
20 the priorities proposed by the Director and approved
21 by the Board under section 115.

22 “(27) REGIONAL EDUCATIONAL LABORA-
23 TORY.—The term ‘regional educational laboratory’
24 means a regional educational laboratory established
25 under section 157.”;

1 (20) in paragraph (28), as redesignated by
2 paragraph (5), by striking subparagraph (B) and in-
3 serting the following:

4 “(B) provides an adequate description of
5 the programs evaluated, the study sample, the
6 individual or multiple sites in which a program
7 was evaluated, and, to the extent possible, ex-
8 amines the relationship between program imple-
9 mentation and program impacts, including why
10 or why not such impact occurred, and the con-
11 textual factors that may influence program im-
12 pact;”;

13 (21) in paragraph (29), as redesignated by
14 paragraph (5), by striking “scientifically based re-
15 search standards” and inserting “principles of sci-
16 entifically valid research”;

17 (22) by striking paragraph (30), as redesi-
18 gnated by paragraph (5), and inserting the following:

19 “(30) STATE.—

20 “(A) IN GENERAL.—The term ‘State’ in-
21 cludes (except as provided in section 148) each
22 of the 50 States, the District of Columbia, the
23 Commonwealth of Puerto Rico, the freely asso-
24 ciated states, and the outlying areas.

1 “(B) OUTLYING AREA.—The term ‘out-
 2 lying area’ has the meaning given such term in
 3 section 1121(c) of the Elementary and Sec-
 4 ondary Education Act of 1965.

5 “(C) FREELY ASSOCIATED STATES.—The
 6 term ‘freely associated states’ means the Re-
 7 public of the Marshall Islands, the Federated
 8 States of Micronesia, and the Republic of
 9 Palau.”;

10 (23) by striking paragraph (31), as redesign-
 11 nated by paragraph (5), and inserting the following:

12 “(31) TECHNICAL ASSISTANCE.—The term
 13 ‘technical assistance’ means—

14 “(A) assistance in evidence use, including
 15 professional development, high-quality training,
 16 and other supports to implement evidence-based
 17 practices and strategies leading to—

18 “(i) improved educational opportuni-
 19 ties and approaches to teaching and learn-
 20 ing that are based on scientifically valid re-
 21 search; and

22 “(ii) improved planning, design, adap-
 23 tation, and implementation of programs;

24 “(B) assistance in interpreting, analyzing,
 25 and utilizing data, statistics, and evaluations;

1 “(C) assistance in identifying and applying
2 to research funding opportunities provided by
3 the Institute; or

4 “(D) other assistance necessary to encour-
5 age the improvement of teaching and learning
6 through the applications of techniques sup-
7 ported by scientifically valid research.”; and
8 (24) by adding at the end the following:

9 “(32) TRIBAL COLLEGE OR UNIVERSITY.—The
10 term ‘Tribal College or University’ has the meaning
11 given the term in section 316 of the Higher Edu-
12 cation Act of 1965.

13 “(33) TRIBAL ORGANIZATION.—The term ‘Trib-
14 al organization’ has the meaning given the term in
15 section 4 of the Indian Self-Determination and Edu-
16 cation Assistance Act (25 U.S.C. 5304).

17 “(34) YOUTH WITH A DISABILITY.—The term
18 ‘youth with a disability’ has the meaning given the
19 term in section 7 of the Rehabilitation Act of 1973
20 (29 U.S.C. 705).”.

21 **PART A—THE INSTITUTE OF EDUCATION**

22 **SCIENCES**

23 **SEC. 111. ESTABLISHMENT.**

24 Section 111 (20 U.S.C. 9511) is amended—

1 (1) by striking subsection (b) and inserting the
2 following:

3 “(b) MISSION.—

4 “(1) IN GENERAL.—The mission of the Insti-
5 tute is to provide national leadership in expanding
6 fundamental knowledge and understanding of edu-
7 cation from early childhood through postsecondary
8 study (including special education, adult education,
9 and labor market outcomes), in order to provide stu-
10 dents, families, practitioners, education system lead-
11 ers, researchers, policymakers, and the general pub-
12 lic with reliable information and research about—

13 “(A) the condition and progress of edu-
14 cation in the United States;

15 “(B) educational practices that support
16 learning to improve student outcomes, including
17 academic achievement and access to high-qual-
18 ity educational opportunities for all students,
19 particularly for each subgroup of students; and

20 “(C) the effectiveness of Federal and other
21 education programs.

22 “(2) CARRYING OUT MISSION.—In carrying out
23 the mission described in paragraph (1), the Institute
24 shall—

1 “(A) compile statistics, develop evidence-
2 based products, promote evidence use, and con-
3 duct research, evaluations, and wide dissemina-
4 tion in a manner that is responsive to the edu-
5 cational challenges facing students, families,
6 practitioners, and education system leaders; and

7 “(B) ensure that such activities—

8 “(i) conform to high standards of
9 quality, integrity, and accuracy; and

10 “(ii) are objective, secular, neutral,
11 and nonideological and are free of partisan
12 political influence and bias on the basis of
13 race, religion, color, national origin, sex, or
14 disability.”; and

15 (2) in subsection (c)(3)(C), by striking “the
16 National Center for Education Evaluation and Re-
17 gional Assistance” and inserting “the National Cen-
18 ter for Education Evaluation and Evidence Use”.

19 **SEC. 112. FUNCTIONS.**

20 Section 112 (20 U.S.C. 9512) is amended—

21 (1) by striking “section 194” and inserting
22 “section 182”; and

23 (2) by striking paragraphs (1) through (4) and
24 inserting the following:

1 “(1) conduct and support scientifically valid re-
2 search activities, including basic research, applied
3 research, and field-initiated research, statistics ac-
4 tivities, scientifically valid education evaluation, de-
5 velopment, wide dissemination, and evidence use;

6 “(2) support collaborative identification and de-
7 velopment of research questions, designs, and meth-
8 ods among researchers, students, families, practi-
9 tioners, education system leaders, and policymakers,
10 and widely disseminate the findings and results of
11 scientifically valid research in education to such indi-
12 viduals and within the Department and the Federal
13 Government;

14 “(3) promote the use, development, and applica-
15 tion of knowledge gained from scientifically valid re-
16 search activities to improve student outcomes, in-
17 cluding academic achievement, particularly for each
18 subgroup of students;

19 “(4) strengthen the national, State, regional,
20 and local capacity to conduct, develop, and widely
21 disseminate activities described in paragraph (1), in-
22 cluding by increasing the participation of researchers
23 and institutions that have been historically under-
24 represented in Federal education research activities
25 of the Institute, including historically Black colleges

1 and universities, Tribal Colleges and Universities,
2 and other minority-serving institutions;”.

3 **SEC. 113. OFFICE OF THE DIRECTOR.**

4 Section 114 (20 U.S.C. 9514) is amended—

5 (1) in subsection (a), by striking “Except as
6 provided in subsection (b)(2), the” and inserting
7 “The”;

8 (2) by striking subsection (b) and inserting the
9 following:

10 “(b) TERM.—

11 “(1) IN GENERAL.—

12 “(A) 6-YEAR TERM.—Except as provided
13 in subparagraph (B), the Director shall serve
14 for a term of 6 years, beginning on the date of
15 appointment of the Director.

16 “(B) EXCEPTION.—If a successor to the
17 Director has not been named as of the date of
18 expiration of the Director’s term, the Director
19 may serve for not more than an additional 1-
20 year period, beginning on the day after the date
21 of expiration of the Director’s term, or until a
22 successor has been appointed under subsection
23 (a), whichever occurs first.

24 “(2) RECOMMENDATIONS.—The Board shall
25 make recommendations to the President with respect

1 to the appointment of a Director under subsection
2 (a).”;

3 (3) in subsection (d), by striking “productivity
4 and leadership” and inserting “productivity, leader-
5 ship, and support for wide dissemination and evi-
6 dence use”;

7 (4) in subsection (f)—

8 (A) in paragraph (2), by inserting “prin-
9 ciples of scientifically valid research and appli-
10 cable” before “standards”;

11 (B) by striking paragraph (3) and insert-
12 ing the following:

13 “(3) To coordinate education research and re-
14 lated activities carried out by the Institute with such
15 research and activities carried out by other agencies
16 within the Department and the Federal Government
17 in order ensure such activities—

18 “(A) support high-quality teaching and
19 learning for students, particularly for each sub-
20 group of students; and

21 “(B) are responsive to the educational
22 challenges facing students, families, practi-
23 tioners, and education system leaders.”;

24 (C) in paragraph (4), by inserting “and
25 evidence use” after “statistics activities”;

1 (D) in paragraph (5)—

2 (i) by striking “necessary” and insert-
3 ing “and maintain high-quality and time-
4 ly”; and

5 (ii) by striking “section 116(b)(3)”
6 and inserting “section 116(b)(4)”;

7 (E) in paragraph (6), by striking “section
8 183 of this title” and inserting “section 173”;

9 (F) in paragraph (7), by striking “racial,
10 cultural, gender, or regional bias” and inserting
11 “bias on the basis of race, religion, color, na-
12 tional origin, sex, or disability”;

13 (G) by striking paragraph (8) and insert-
14 ing the following:

15 “(8) To undertake initiatives and programs to
16 increase the participation of researchers and institu-
17 tions that have been historically underrepresented in
18 Federal education research activities of the Institute,
19 including historically Black colleges or universities,
20 Tribal Colleges and Universities, or other minority-
21 serving institutions.”;

22 (H) in paragraph (9), by striking “and
23 comprehensive centers” and inserting “, tech-
24 nical assistance centers supported by the De-
25 partment, and comprehensive centers, to in-

1 crease evidence use among practitioners, edu-
2 cation system leaders, and policymakers”;

3 (I) in paragraph (10), by striking “input
4 from” and inserting “engagement with”; and

5 (J) by adding at the end the following:

6 “(13) To ensure that information, statistics,
7 products, and publications of the Institute are pre-
8 pared in a timely manner and are widely dissemi-
9 nated to practitioners, education system leaders, and
10 policymakers in formats that are high quality, easily
11 accessible, understandable, and actionable.”; and

12 (5) in subsection (h), by striking “by the Sec-
13 retary” and all that follows through the period at
14 the end and inserting “by the Secretary—

15 “(1) review the products and publications of
16 other offices of the Department to certify that evi-
17 dence-based claims about those products and publi-
18 cations are scientifically valid; and

19 “(2) accurately synthesize and effectively com-
20 municate the research base of evidence-based prac-
21 tices that address educational challenges facing stu-
22 dents, families, practitioners, and education system
23 leaders.”.

1 **SEC. 114. PRIORITIES.**

2 Section 115 (20 U.S.C. 9515) is amended to read as
3 follows:

4 **“SEC. 115. PRIORITIES.**

5 “(a) IN GENERAL.—The Director shall, not less often
6 than every 6 years, propose to the Board priorities for the
7 Institute after—

8 “(1) first engaging with the Committee on
9 Health, Education, Labor, and Pensions of the Sen-
10 ate and the Committee on Education and the Work-
11 force of the House of Representatives, and engaging
12 with practitioners, education system leaders, and
13 policymakers;

14 “(2) subsequent to the consultation and engage-
15 ment under paragraph (1), reviewing public com-
16 ments submitted in accordance with subsection (b);
17 and

18 “(3) subsequent to reviewing public comments
19 under paragraph (2), identifying priority topics
20 under subsection (c).

21 “(b) PUBLIC COMMENT.—Before submitting to the
22 Board proposed priorities for the Institute, the Director
23 shall—

24 “(1) make such priorities available to the public
25 for comment for not less than 60 days (including by
26 electronic means such as posting in an easily acces-

1 sible manner on the Institute’s website and through
2 publishing such priorities in the Federal Register);

3 “(2) ensure that the public comments were con-
4 sidered in developing the priorities submitted by the
5 Director to the Board; and

6 “(3) provide to the Board a copy of each such
7 public comment submitted.

8 “(c) PRIORITY TOPICS.—After reviewing public com-
9 ments submitted in accordance with subsection (b), the
10 Director shall identify priority topics that may require
11 long-term research or that are focused on understanding
12 and solving particular education problems and issues, in-
13 cluding those associated with the goals and requirements
14 of the Head Start Act (42 U.S.C. 9831 et seq.), the Child
15 Care and Development Block Grant Act of 1990 (42
16 U.S.C. 9857 et seq.), the Elementary and Secondary Edu-
17 cation Act of 1965, the Individuals with Disabilities Edu-
18 cation Act, the Carl D. Perkins Career and Technical
19 Education Act of 2006, the Higher Education Act of
20 1965, and the Adult Education and Family Literacy Act
21 (29 U.S.C. 3271 et seq.), which may include—

22 “(1) supporting high-quality teaching and
23 learning, including through school and system design
24 and instructional strategies, in order to provide stu-
25 dents, particularly each subgroup of students, access

1 to high-quality educational opportunities and to im-
2 prove educational outcomes, particularly student
3 academic achievement; and

4 “(2) increasing the identification and develop-
5 ment of evidence-based practices or policies, includ-
6 ing the use of science of learning and human devel-
7 opment for meeting students’ needs and supporting
8 improved outcomes.

9 “(d) APPROVAL.—

10 “(1) IN GENERAL.—Not later than 90 days, to
11 the greatest extent practicable, after the date the
12 Board receives proposed priorities under subsection
13 (a), the Board shall, under a majority vote of a
14 quorum of the Board, approve or disapprove the pri-
15 orities, including any necessary revision of those pri-
16 orities.

17 “(2) CONSISTENCY.—The Board shall ensure
18 that priorities of the Institute and the National
19 Education Centers are consistent with the mission of
20 the Institute.

21 “(e) FINAL PRIORITIES.—The Director shall make
22 the final priorities approved by the Board under sub-
23 section (d) widely available to the public, including by elec-
24 tronic means such as posting in an easily accessible man-
25 ner on the Department’s website.”.

1 **SEC. 115. PLANS; EDUCATION RESEARCHER PIPELINE.**

2 Part A (20 U.S.C. 9511 et seq.) is amended by in-
 3 serting after section 115 the following:

4 **“SEC. 115A. PLANS.**

5 “(a) APPROVAL OF COMMISSIONERS’ PLANS.—

6 “(1) APPROVAL.—Not later than 30 days after
 7 the date the Director receives a plan submitted
 8 under section 133(b), 143(b), 153(b), or 163(b), the
 9 Director shall approve such plan, including requiring
 10 any necessary revision of such plan.

11 “(2) CONSISTENCY.—The Director shall ensure
 12 that each plan approved under paragraph (1) is con-
 13 sistent with the mission of the corresponding Na-
 14 tional Education Center.

15 “(b) INSTITUTE’S PLAN AND REPORT.—Not later
 16 than 90 days after the date the Board approves priorities
 17 under section 115, the Director shall—

18 “(1) in consultation with each Commissioner of
 19 a National Education Center and the Board—

20 “(A) develop a plan for addressing such
 21 priorities across the Institute’s activities and
 22 functions, in accordance with the requirements
 23 of this title; and

24 “(B) incorporate in such plan each plan
 25 approved by the Director in accordance with
 26 subsection (a);

1 “(2) submit a report containing the Institute’s
2 plan described in paragraph (1) to the Committee on
3 Health, Education, Labor, and Pensions and the
4 Committee on Appropriations of the Senate and the
5 Committee on Education and the Workforce and the
6 Committee on Appropriations of the House of Rep-
7 resentatives; and

8 “(3) make such report widely available to the
9 public (including by electronic means such as post-
10 ing in an easily accessible manner on the Depart-
11 ment’s website).

12 “(c) BRIEFING.—At the time of submission of a re-
13 port required under subsection (b)(2), the Director shall
14 provide a briefing to the Committee on Health, Education,
15 Labor, and Pensions and the Committee on Appropria-
16 tions of the Senate and the Committee on Education and
17 the Workforce and the Committee on Appropriations of
18 the House of Representatives on the contents of the re-
19 port.

20 **“SEC. 115B. EDUCATION RESEARCHER PIPELINE.**

21 “(a) IN GENERAL.—In accordance with section
22 112(4), the Institute shall carry out initiatives and pro-
23 grams—

24 “(1) to strengthen the national capacity to
25 carry out high-quality research, evaluation, and sta-

1 tistics related to education by expanding the edu-
2 cation researcher pipeline; and

3 “(2) to increase the participation of researchers
4 and institutions that have been historically under-
5 represented in Federal education research activities
6 of the Institute, including historically Black colleges
7 and universities, Tribal Colleges and Universities,
8 and other minority-serving institutions.

9 “(b) FELLOWSHIPS.—

10 “(1) IN GENERAL.—The Director shall establish
11 and maintain—

12 “(A) research, evaluation, and statistics
13 fellowships in institutions of higher education
14 (which may include the establishment of such
15 fellowships in historically Black colleges and
16 universities, Tribal Colleges and Universities,
17 and other minority-serving institutions) that
18 support—

19 “(i) graduate and postdoctoral study
20 onsite at the Institute or at the institution
21 of higher education; and

22 “(ii) early career researchers; and

23 “(B) fellowships in new and emerging
24 areas of study.

1 “(2) RECRUITMENT.—In establishing the fel-
 2 lowships under paragraph (1), the Director shall en-
 3 sure that women and minorities are actively re-
 4 cruited for participation.

5 “(c) COORDINATION.—In carrying out this section,
 6 the Director shall ensure that the activities of the National
 7 Education Centers are coordinated effectively.”.

8 **SEC. 116. NATIONAL BOARD FOR EDUCATION SCIENCES.**

9 Section 116 (20 U.S.C. 9516) is amended to read as
 10 follows:

11 **“SEC. 116. NATIONAL BOARD FOR EDUCATION SCIENCES.**

12 “(a) ESTABLISHMENT.—

13 “(1) IN GENERAL.—The Institute shall have a
 14 board of directors, which shall be known as the Na-
 15 tional Board for Education Sciences.

16 “(2) TRANSITION.—

17 “(A) IN GENERAL.—Not later than 1 year
 18 after the date of enactment of the Advancing
 19 Research in Education Act, the Secretary shall
 20 appoint a Board in accordance with this section
 21 as in effect on the date of enactment of the Ad-
 22 vancing Research in Education Act.

23 “(B) TRANSITION AUTHORITY.—The Sec-
 24 retary shall take such steps as may be nec-
 25 essary to ensure an orderly transition to the

1 Board, as authorized under subparagraph (A),
2 from the Board, as in effect on the day before
3 the date of enactment of the Advancing Re-
4 search in Education Act, which may include ad-
5 justing term limits of members on the Board.

6 “(C) EXISTING BOARD MEMBERS.—In car-
7 rying out subparagraph (A), the Secretary
8 may—

9 “(i) remove members who served on
10 the Board on the day before the date of
11 enactment of the Advancing Research in
12 Education Act who were appointed in ac-
13 cordance with this title prior to such date
14 of enactment; and

15 “(ii) appoint members who served on
16 the Board on the day before the date of
17 enactment of the Advancing Research in
18 Education Act.

19 “(b) DUTIES.—The duties of the Board are the fol-
20 lowing:

21 “(1) To advise and consult with the Director on
22 the policies of the Institute on an ongoing basis.

23 “(2) To advise on the research, evaluation, sta-
24 tistics, development, and evidence use dissemination
25 activities planned or carried out by the Director and

1 the Institute and make recommendations to ensure
2 such activities are responsive to the educational chal-
3 lenges facing students, families, practitioners, and
4 education system leaders.

5 “(3) To consider and approve priorities pro-
6 posed by the Director under section 115 to guide the
7 work of the Institute in accordance with the
8 timelines specified in such section.

9 “(4) To advise the Director on high-quality and
10 timely procedures for technical and scientific peer
11 review of the activities of the Institute.

12 “(5) To advise the Director on improving or
13 promoting the use, usefulness, and impact of activi-
14 ties to be supported by the Institute, including the
15 general areas of research to be carried out by the
16 National Center for Education Research and the
17 National Center for Special Education Research.

18 “(6) To present to the Director such rec-
19 ommendations as it may find appropriate for—

20 “(A) strengthening education research
21 from early childhood through postsecondary
22 study;

23 “(B) improving evidence use and dissemi-
24 nation; and

1 “(C) the staffing and funding of the Insti-
2 tute.

3 “(7) To advise the Director on the funding of
4 applications for grants, contracts, and cooperative
5 agreements for research and the process for high-
6 quality and timely peer review.

7 “(8) To advise and regularly evaluate the work
8 of the Institute on the basis that—

9 “(A) scientifically valid research, develop-
10 ment, evaluation, and statistical analysis are
11 consistent with principles of scientifically valid
12 research or the applicable standards for such
13 activities under this title; and

14 “(B) activities related to the development
15 of practices, wide dissemination, and evidence
16 use are effectively carried out.

17 “(9) To advise the Director on ensuring that
18 activities conducted or supported by the Institute are
19 objective, secular, neutral, and nonideological and
20 are free of partisan political influence and bias on
21 the basis of race, religion, color, national origin, sex,
22 or disability.

23 “(10) To solicit advice and information from
24 those in the education field, particularly practi-
25 tioners, education system leaders, policymakers, and

1 researchers, to recommend to the Director topics
2 that require long-term, sustained, systematic, pro-
3 grammatic, and integrated research efforts, con-
4 sistent with the priorities and mission of the Insti-
5 tute.

6 “(11) To advise the Director on opportunities
7 for the participation in, and the advancement of,
8 women, minorities, and persons with disabilities, and
9 institutions that have been historically underrep-
10 resented in Federal education research activities of
11 the Institute, including community colleges, histori-
12 cally Black colleges and universities, Tribal Colleges
13 and Universities, and other minority-serving institu-
14 tions.

15 “(12) To recommend to the Director ways to
16 enhance strategic partnerships and collaborative ef-
17 forts among other Federal and State research agen-
18 cies.

19 “(13) To recommend to the Director individuals
20 to serve as Commissioners of the National Edu-
21 cation Centers.

22 “(c) COMPOSITION.—

23 “(1) VOTING MEMBERS.—The Board shall have
24 9 voting members appointed by the Secretary.

1 “(2) ADVICE.—The Secretary shall solicit ad-
2 vice regarding individuals to serve on the Board
3 from the members of the Board serving on the date
4 of the solicitation, the National Academies of
5 Sciences, Engineering, and Medicine, and organiza-
6 tions that have knowledge of individuals who are
7 highly-qualified to appraise scientifically valid re-
8 search, statistics, evaluation, development, dissemi-
9 nation, and evidence use.

10 “(3) NONVOTING EX OFFICIO MEMBERS.—The
11 Board may have the following nonvoting ex officio
12 members:

13 “(A) The Director of the Institute of Edu-
14 cation Sciences.

15 “(B) Each of the Commissioners of the
16 National Education Centers.

17 “(C) The Director of the National Insti-
18 tute of Child Health and Human Development.

19 “(D) The Director of the Census.

20 “(E) The Commissioner of Labor Statis-
21 tics.

22 “(F) The Director of the National Science
23 Foundation.

24 “(4) APPOINTED MEMBERSHIP.—

1 “(A) QUALIFICATIONS.—Members ap-
2 pointed under paragraph (1) shall be highly
3 qualified to appraise education research, statis-
4 tics, evaluations, or development, and shall in-
5 clude the following individuals:

6 “(i) Not fewer than 4 researchers in
7 the field of statistics, evaluation, social
8 sciences, or physical and biological
9 sciences, with demonstrated experience in
10 carrying out and effectively communicating
11 scientifically valid research on education
12 matters.

13 “(ii) At least 1 practitioner who is a
14 school-based professional educator, teacher,
15 principal, other school leader, local edu-
16 cational agency superintendent, or member
17 of a local board of education or Bureau-
18 funded school board.

19 “(iii) At least 1 State leader who is
20 knowledgeable about the educational chal-
21 lenges facing students, families, practi-
22 tioners, and education system leaders, who
23 may be a chief State school officer, State
24 postsecondary education executive, or
25 member of a State board of education.

1 “(iv) At least 1 individual with exper-
2 tise in special education research and re-
3 search on children with disabilities in edu-
4 cational settings.

5 “(B) TERMS.—Each member shall serve
6 for a term of 6 years, except that—

7 “(i) the terms of members appointed
8 in accordance with subsection (a)(2) shall
9 be—

10 “(I) 6 years for each of 3 mem-
11 bers;

12 “(II) 4 years for each of 3 mem-
13 bers; and

14 “(III) 2 years for each of 3 mem-
15 bers;

16 “(ii) no member shall serve for more
17 than 2 consecutive terms; and

18 “(iii) in a case in which a successor to
19 a member has not been appointed as of the
20 date of expiration of the member’s term,
21 the member may serve for an additional 1-
22 year period, beginning on the day after the
23 date of expiration of the member’s term, or
24 until a successor has been appointed under
25 paragraph (1), whichever occurs first.

1 “(C) VACANCIES.—The Secretary shall fill
2 any vacancy to the Board in the manner in
3 which the original appointment was made. Any
4 member appointed to fill a vacancy on the
5 Board occurring before the expiration of the
6 term for which the member’s predecessor was
7 appointed shall be appointed only for the re-
8 mainder of that term.

9 “(D) CONFLICT OF INTEREST.—A voting
10 member of the Board shall be considered a spe-
11 cial Government employee for the purposes of
12 chapter 131 of title 5, United States Code.

13 “(5) CHAIR.—

14 “(A) IN GENERAL.—The Board shall elect
15 a chair from among the members of the Board
16 through a majority vote of a quorum.

17 “(B) TERMS.—The chair shall serve in
18 such role for a term of 2 years, and may be re-
19 elected in accordance with subparagraph (A).

20 “(C) CHAIR VACANCY.—If the chair has
21 been vacant for more than 3 months, at the
22 written request of a quorum of the Board, the
23 Director shall convene a meeting of the Board
24 to, at a minimum, elect a chair.

1 “(6) COMPENSATION.—Members of the Board
2 shall serve without pay for such service. Members of
3 the Board who are officers or employees of the
4 United States may not receive additional pay, allow-
5 ances, or benefits by reason of their service on the
6 Board.

7 “(7) TRAVEL EXPENSES.—The members of the
8 Board shall receive travel expenses, including per
9 diem in lieu of subsistence, in accordance with sub-
10 chapter I of chapter 57 of title 5, United States
11 Code.

12 “(8) POWERS OF THE BOARD.—

13 “(A) IN GENERAL.—In the exercise of its
14 duties under subsection (b) and in accordance
15 with chapter 10 of title 5, United States Code,
16 the Board shall be independent of the Director
17 and the other offices and officers of the Insti-
18 tute.

19 “(B) EXECUTIVE DIRECTOR.—The Board
20 shall have an Executive Director who shall be
21 appointed by the Board and hired by the Direc-
22 tor not later than 90 days after such appoint-
23 ment, to the greatest extent practicable.

24 “(C) ADMINISTRATIVE SUPPORT.—The
25 Board shall receive administrative support from

1 the Director and may use additional staff as
2 may be appointed or assigned by the Director,
3 in consultation with the Chair and the Execu-
4 tive Director.

5 “(D) DETAIL OF PERSONNEL.—The Board
6 may use the services and facilities of any de-
7 partment or agency of the Federal Government.
8 Upon the request of the Board, the head of any
9 Federal agency may detail any of the personnel
10 of such agency to the Board to assist the Board
11 in carrying out this title.

12 “(E) CONTRACTS.—The Board may enter
13 into contracts or make other arrangements as
14 may be necessary to carry out its functions.

15 “(F) INFORMATION.—The Board may, to
16 the extent otherwise permitted by law, obtain
17 directly from any executive Federal agency such
18 information as the Board determines necessary
19 to carry out its functions.

20 “(G) SUBCOMMITTEES.—The Board may
21 establish standing or temporary subcommittees
22 to make recommendations to the Board for car-
23 rying out activities authorized under this title.

24 “(9) MEETINGS.—The Board shall meet not
25 less often than 3 times each year. The Board shall

1 hold additional meetings at the call of the Chair or
2 upon the written request of not less than a quorum
3 of the Board. Meetings of the Board are subject to
4 section 552b of title 5, United States Code (com-
5 monly referred to as the Government in the Sun-
6 shine Act).

7 “(10) QUORUM.—A majority of the voting
8 members of the Board serving at the time of the
9 meeting shall constitute a quorum.

10 “(d) BOARD BIENNIAL REPORTS.—Not later than
11 September 30, 2024, and biennially thereafter, the Board
12 shall submit a report to the Director, the Secretary, the
13 Committee on Health, Education, Labor, and Pensions
14 and the Committee on Appropriations of the Senate, and
15 the Committee on Education and the Workforce and the
16 Committee on Appropriations of the House of Representa-
17 tives and make such report widely available to the public
18 (including by electronic means such as posting in an easily
19 accessible manner on the Department’s website). Each re-
20 port shall include—

21 “(1) an evaluation of the Institute’s activities to
22 ensure that research, evaluation, statistics, develop-
23 ment, and evidence use and dissemination activities
24 are—

1 “(A) consistent with principles of scientif-
2 ically valid research or the applicable standards
3 for such activities under this title; and

4 “(B) responsive to the educational chal-
5 lenges facing students, families, practitioners,
6 and education system leaders;

7 “(2) an assessment of the effectiveness of the
8 Institute in—

9 “(A) carrying out the Institute’s priorities
10 and mission;

11 “(B) engaging with practitioners, edu-
12 cation system leaders, and policymakers to pro-
13 mote the use, usefulness, and impact of scientif-
14 ically valid research activities and supporting
15 the development of evidence-based practices,
16 wide dissemination, evidence use, and contin-
17 uous improvement; and

18 “(C) increasing the participation of re-
19 searchers and institutions that have been his-
20 torically underrepresented in Federal education
21 research activities of the Institute, including
22 community colleges, historically Black colleges
23 and universities, Tribal Colleges and Univer-
24 sities, and other minority-serving institutions;

1 (A) in paragraph (1), by striking “Except
2 as provided in subsection (b), each” and insert-
3 ing “Each”;

4 (B) in paragraph (2), by striking “Except
5 as provided in subsection (b), each” and insert-
6 ing “Each”; and

7 (C) in paragraph (3), by striking “Except
8 as provided in subsection (b), each” and insert-
9 ing “Each”;

10 (2) by striking subsection (b);

11 (3) by redesignating subsections (c) and (d) as
12 subsections (b) and (c), respectively; and

13 (4) in subsection (c), as redesignated by para-
14 graph (3)—

15 (A) by striking “Each Commissioner, ex-
16 cept the Commissioner for Education Statistics,
17 shall” and inserting the following:

18 “(1) IN GENERAL.—Each Commissioner shall”;

19 and

20 (B) by adding at the end the following:

21 “(2) TIMELINESS.—In carrying out supervision
22 and approval as described under subparagraph (A),
23 the Director shall ensure that each Commissioner
24 carries out the Commissioner’s duties in a manner
25 that promotes high-quality, easily accessible, action-

1 able, and timely information, consistent with the
2 mission of the Institute.”.

3 **SEC. 118. AGREEMENTS.**

4 Section 118 (20 U.S.C. 9518) is amended to read as
5 follows:

6 **“SEC. 118. AGREEMENTS.**

7 “(a) RESEARCH COORDINATION.—The Institute may
8 carry out research projects of common interest with Fed-
9 eral agencies through agreements with such agencies that
10 are in accordance with section 173 and section 430 of the
11 General Education Provisions Act (20 U.S.C. 1231).

12 “(b) STATISTICAL DATA COORDINATION.—The Insti-
13 tute may carry out, for the purpose of research, statistical
14 data projects of common interest or coordinate with Fed-
15 eral agencies to ensure that statistical data reported by
16 the National Center for Education Statistics is high-qual-
17 ity, actionable, timely, and easily accessible, in accordance
18 with section 173 and section 430 of the General Education
19 Provisions Act (20 U.S.C. 1231).”.

20 **SEC. 119. DIRECTOR BIENNIAL REPORT.**

21 Section 119 (20 U.S.C. 9519) is amended to read as
22 follows:

23 **“SEC. 119. DIRECTOR BIENNIAL REPORT.**

24 “(a) IN GENERAL.—The Director shall, on a biennial
25 basis, transmit to the President, the Board, and the Com-

1 mittee on Health, Education, Labor, and Pensions and the
2 Committee on Appropriations of the Senate and the Com-
3 mittee on Education and the Workforce and the Com-
4 mittee on Appropriations of the House of Representatives,
5 a report and make such report widely available to the pub-
6 lic (including by electronic means such as posting in an
7 easily accessible manner on the Department’s website),
8 containing the following:

9 “(1) A description of the research, evaluation,
10 statistics, development, and evidence use and dis-
11 semination activities carried out by and through the
12 National Education Centers during the 2 fiscal years
13 prior to the date of the transmission, including how
14 such activities were—

15 “(A) consistent with principles of scientif-
16 ically valid research or the applicable standards
17 for such activities under this title, and the pri-
18 orities and mission of the Institute; and

19 “(B) responsive to the educational chal-
20 lenges facing students, families, practitioners,
21 and education system leaders, including how the
22 Institute regularly solicited, engaged with, and
23 considered the recommendations of researchers,
24 practitioners, education system leaders, and the

1 Board in the planning and carrying out of the
2 Institute’s activities.

3 “(2) A description of how the Director is car-
4 rying out the requirements to increase the participa-
5 tion of researchers and institutions that have been
6 historically underrepresented in Federal education
7 research activities of the Institute.

8 “(3) Such additional comments, recommenda-
9 tions, and materials as the Director considers appro-
10 priate.

11 “(b) DIRECTOR BRIEFING.—At the time of trans-
12 mission of the report required under subsection (a), the
13 Director shall provide a briefing to the Committee on
14 Health, Education, Labor, and Pensions and the Com-
15 mittee on Appropriations of the Senate and the Committee
16 on Education and the Workforce and the Committee on
17 Appropriations of the House of Representatives on the
18 contents of the report.”.

19 **SEC. 120. TRANSPARENCY.**

20 Part A (20 U.S.C. 9511 et seq.) is amended by add-
21 ing at the end the following:

22 **“SEC. 121. TRANSPARENCY.**

23 “Not later than 1 year after the date of enactment
24 of the Advancing Research in Education Act, the Director
25 shall develop and manage a database in an easily acces-

1 sible manner, such as through electronic means and post-
2 ing on the Institute’s website, to store and update infor-
3 mation regarding—

4 “(1) individuals or entities that received a
5 grant, contract, or cooperative agreement under this
6 title;

7 “(2) the amount of such a grant, contract, or
8 cooperative agreement, including the award period
9 and amount received in each fiscal year; and

10 “(3) the activities supported or carried out by
11 such award, including applicable research area and
12 methodology.”.

13 **PART B—NATIONAL CENTER FOR EDUCATION**
14 **RESEARCH**

15 **SEC. 131. ESTABLISHMENT.**

16 Section 131(b) (20 U.S.C. 9531(b)) is amended—

17 (1) by striking paragraph (1) and inserting the
18 following:

19 “(1) to sponsor sustained research that will
20 lead to the accumulation of knowledge and under-
21 standing of education to ensure that all students,
22 particularly subgroups of students, have access to
23 high-quality educational opportunities, including
24 by—

1 “(A) improving educational outcomes, par-
2 ticularly student academic achievement, and
3 closing the opportunity and achievement gap
4 between students, particularly each subgroup of
5 students;

6 “(B) supporting high-quality teaching and
7 learning;

8 “(C) increasing the identification and de-
9 velopment of evidence-based practices or poli-
10 cies, such as use of science of learning and
11 human development;

12 “(D) improving evidence use by practi-
13 tioners, education system leaders, and policy-
14 makers; and

15 “(E) improving access to, and completion
16 of, postsecondary education;”;

17 (2) by striking paragraphs (2) through (4) and
18 inserting the following:

19 “(2) to promote quality and integrity through
20 the use of accepted practices of scientific inquiry to
21 obtain knowledge and understanding of the validity
22 of education theories, practices, or conditions; and

23 “(3) to promote engagement, the synthesis of
24 education research, the development of evidence-

1 based practices, wide dissemination of research, and
 2 evidence use—

3 “(A) in a manner that is responsive to the
 4 educational challenges facing students, families,
 5 practitioners, and education system leaders; and

6 “(B) that can provide the basis for improv-
 7 ing academic instruction and lifelong learning.”.

8 **SEC. 132. COMMISSIONER FOR EDUCATION RESEARCH.**

9 Section 132 (20 U.S.C. 9532) is amended by insert-
 10 ing “scientifically valid” before “research and research
 11 management”.

12 **SEC. 133. DUTIES.**

13 Section 133 (20 U.S.C. 9533) is amended—

14 (1) by redesignating subsections (b) and (c) as
 15 subsections (c) and (g), respectively;

16 (2) by striking subsection (a) and inserting the
 17 following:

18 “(a) GENERAL DUTIES.—The Research Commis-
 19 sioner shall—

20 “(1) maintain published peer-review standards
 21 and standards for the conduct and evaluation of all
 22 research and development carried out under the aus-
 23 pices of the Research Center, aligned with the prin-
 24 ciples of scientifically valid research and in accord-
 25 ance with this part;

1 “(2) propose to the Director a research plan in
2 accordance with subsection (b), and implement the
3 research plan approved as part of the Institute’s
4 plan under section 115A;

5 “(3) carry out specific, long-term research ac-
6 tivities that are consistent with the priorities and
7 mission of the Institute and the mission of the Re-
8 search Center, and are approved by the Director;

9 “(4) support scientifically valid research that
10 seeks to improve educational opportunities and out-
11 comes at the individual, classroom, program, school,
12 institutional, education system, or other relevant re-
13 search level;

14 “(5) support the use of scientifically valid re-
15 search within the Department and across the Fed-
16 eral Government;

17 “(6) ensure that research conducted under the
18 direction of the Research Center—

19 “(A) supports the collaborative identifica-
20 tion and development of research questions, de-
21 signs, measurements, and methods among re-
22 searchers, students, families, practitioners, edu-
23 cation system leaders, and policymakers;

24 “(B) is relevant to improving education
25 practice and policy; and

1 “(C) informs decision-making by education
2 system leaders and policymakers;

3 “(7) support evidence use, the development of
4 evidence-based practices, and wide dissemination and
5 the synthesis of education research, including—

6 “(A) carrying out research to promote evi-
7 dence use among practitioners, education sys-
8 tem leaders, and policymakers; and

9 “(B) synthesizing and disseminating,
10 through the National Center for Education
11 Evaluation and Evidence Use, the findings and
12 results of education research conducted or sup-
13 ported by the Research Center;

14 “(8) assist the Director in the preparation of a
15 biennial report, as described in section 119;

16 “(9) conduct and foster scientifically valid re-
17 search that analyzes Federal data, in accordance
18 with section 173, including supporting the timely
19 publication and dissemination of these data to sup-
20 port external research and data analysis; and

21 “(10) coordinate with the Commissioner for
22 Education Evaluation and Evidence Use to ensure
23 that research conducted under the direction of the
24 Research Center is reviewed for inclusion in the Na-

1 tional Education Research Database described in
2 section 155.

3 “(b) RESEARCH PLAN.—Not later than 60 days after
4 the date the Board approves priorities under section 115,
5 the Research Commissioner shall develop and submit a re-
6 search plan to the Director that—

7 “(1) is consistent with the mission of the Insti-
8 tute and the mission of the Research Center and
9 specifies how the Research Center will carry out re-
10 search initiatives, including rigorous, peer-reviewed,
11 large-scale, long-term, and broadly applicable empir-
12 ical research, to ensure high-quality educational op-
13 portunities for all students in accordance with the
14 areas described in section 131(b)(1);

15 “(2) uses objective and measurable indicators,
16 including timelines, to assess the progress and re-
17 sults of such research;

18 “(3) ensures that research conducted under the
19 direction of the Research Center meets the proce-
20 dures for peer review established by the Director
21 under section 114(f)(5) and the standards of re-
22 search described in section 134; and

23 “(4) includes both basic research and applied
24 research, which shall include research conducted

1 through field-initiated research and ongoing research
2 initiatives.”;

3 (3) by inserting after subsection (c), as redesign-
4 nated by paragraph (1), the following:

5 “(d) GRANT CYCLE.—

6 “(1) IN GENERAL.—The Research Commis-
7 sioner shall, for research to be conducted through
8 contracts, grants, or cooperative agreements under
9 this section, conduct, to the greatest extent prac-
10 ticable, not less than 2 separate application periods
11 in a given fiscal year.

12 “(2) IMPLEMENTATION.—The Secretary and
13 the Director shall take steps to implement para-
14 graph (1) not later than the beginning of the third
15 fiscal year after the date of enactment of the Ad-
16 vancing Research in Education Act.

17 “(3) TECHNICAL ASSISTANCE.—In carrying out
18 the grant cycle described in this subsection, the Re-
19 search Commissioner shall provide technical assist-
20 ance to prospective applicants, with a focus on in-
21 creasing the participation of researchers and institu-
22 tions that have been historically underrepresented in
23 Federal education research activities of the Institute,
24 including historically Black colleges and universities,

1 Tribal Colleges or Universities, and other minority-
2 serving institutions.

3 “(e) RESEARCH-PRACTICE PARTNERSHIPS.—

4 “(1) IN GENERAL.—In carrying out activities
5 under subsection (a), the Research Commissioner
6 may award grants to, or enter into contracts or co-
7 operative agreements with, eligible entities to carry
8 out research-practice partnerships that—

9 “(A) are responsive to the needs of stu-
10 dents, families, practitioners, education system
11 leaders, and policymakers; and

12 “(B) may focus on an area of education in
13 early childhood through postsecondary study.

14 “(2) DEFINITIONS.—In this subsection:

15 “(A) ELIGIBLE ENTITY.—The term ‘eligi-
16 ble entity’ means a public agency or private en-
17 tity that—

18 “(i) has demonstrated the ability and
19 capacity to conduct scientifically valid re-
20 search; and

21 “(ii) proposes to partner with one or
22 more of the following entities:

23 “(I) An early childhood education
24 program, Head Start agency, or lead
25 agency designated under section 658D

1 of the Child Care and Development
2 Block Grant Act of 1990 (42 U.S.C.
3 9858b).

4 “(II) A public elementary school
5 or secondary school (including a char-
6 ter school), local educational agency,
7 or State educational agency.

8 “(III) An institution of higher
9 education, including a community col-
10 lege, a historically Black college or
11 university, a Tribal College or Univer-
12 sity, or other minority-serving institu-
13 tion.

14 “(B) RESEARCH-PRACTICE PARTNER-
15 SHIP.—The term ‘research-practice partnership’
16 means mutually beneficial and ongoing collabo-
17 rations between researchers, practitioners, and
18 education system leaders—

19 “(i) to identify and develop research
20 questions, designs, measurements, and
21 methods that address educational chal-
22 lenges in early childhood through postsec-
23 ondary study, as applicable;

24 “(ii) to conduct and support field-ini-
25 tiated research, including evaluations; and

1 “(iii) to engage in activities that sup-
2 port researchers, practitioners, and edu-
3 cation system leaders in understanding and
4 using scientifically-valid research, statis-
5 tics, and evaluations, including the find-
6 ings, research base, and implications of
7 such work, in order to support evidence
8 use and continuous improvement.

9 “(f) STATE CAPACITY R&D GRANTS.—

10 “(1) IN GENERAL.—The Director may award
11 grants to, or enter into contracts or cooperative
12 agreements with, State educational agencies and the
13 Bureau of Indian Education to increase such enti-
14 ties’ capacity to carry out scientifically valid re-
15 search, data collection, statistical analysis, evalua-
16 tion, research-practice partnerships (as such term is
17 defined in subsection (e)(2)(B)), or planning for
18 such activities—

19 “(A) in a manner that is responsive to the
20 needs of students, families, practitioners, edu-
21 cation system leaders, and policymakers in the
22 State; and

23 “(B) in accordance with section 173.

1 “(2) PRIORITY.—The Director shall give pri-
2 ority to applications that propose to, in accordance
3 with paragraph (1)—

4 “(A) address research questions developed
5 by practitioners in consultation with research-
6 ers; and

7 “(B) produce actionable information or evi-
8 dence-based practices to improve teaching and
9 learning in the State.”; and

10 (4) in subsection (g), as redesignated by para-
11 graph (1)—

12 (A) by striking paragraph (2) and insert-
13 ing the following:

14 “(2) TOPICS OF RESEARCH.—

15 “(A) IN GENERAL.—The Research Com-
16 missioner may support, as described in subpara-
17 graph (B), the following topics of research:

18 “(i) Science of learning and develop-
19 ment.

20 “(ii) School improvement, including
21 standards, systems of assessment, and ac-
22 countability research to support teaching
23 and learning.

24 “(iii) Early childhood development
25 and education.

- 1 “(iv) English learners research.
- 2 “(v) Improving teaching and learning.
- 3 “(vi) Innovative and promising prac-
4 tices in State and local educational policy.
- 5 “(vii) Student well-being, including
6 mental health.
- 7 “(viii) Postsecondary education and
8 workforce development.
- 9 “(ix) Rural education.
- 10 “(x) Teacher, principal, and school
11 leader quality.
- 12 “(xi) Reading and literacy, including
13 adult literacy.
- 14 “(xii) Supporting infants and toddlers
15 with disabilities, children with disabilities,
16 and youth with disabilities, particularly in-
17 clusive educational practices to serve such
18 populations.
- 19 “(xiii) Educational technology, includ-
20 ing artificial intelligence.
- 21 “(B) FIELD ADVANCEMENT.—The Sec-
22 retary shall support the topics of research de-
23 scribed in subparagraph (A) through national
24 research and development centers or through

1 other means, including convening experts to ad-
2 vance the field of such topics.

3 “(C) COORDINATION.—The Research Com-
4 missioner shall coordinate with the Special
5 Education Research Commissioner in carrying
6 out subparagraph (A)(xii).”;

7 (B) in paragraph (3)—

8 (i) in the first sentence, by striking
9 “including in educational technology
10 areas” and inserting “and be responsive to
11 the challenges facing students, practi-
12 tioners, and education system leaders”;
13 and

14 (ii) by striking the third sentence; and

15 (C) by striking paragraph (7) and insert-
16 ing the following:

17 “(7) DISAGGREGATION.—To the extent feasible
18 when aligned with the principles of scientifically
19 valid research, research conducted under this sub-
20 section shall be disaggregated and made available to
21 the public in an easily accessible and user-friendly
22 manner that—

23 “(A) can be cross-tabulated by, at a min-
24 imum, age, race, sex, English proficiency sta-
25 tus, disability status (including by disability

1 category under the Individuals with Disabilities
2 Education Act, as appropriate), and socio-
3 economic background;

4 “(B) ensures that any reported informa-
5 tion does not reveal personally identifiable in-
6 formation; and

7 “(C) is in accordance with section 173.”.

8 **SEC. 134. STANDARDS FOR CONDUCT AND EVALUATION OF**
9 **RESEARCH.**

10 Section 134 (20 U.S.C. 9534) is amended—

11 (1) in subsection (a)—

12 (A) in paragraph (1), by striking “scientific-
13 ically based research standards” and inserting
14 “principles of scientifically valid research”;

15 (B) in paragraph (2), by striking “and
16 wide dissemination activities” and inserting
17 “engagement, wide dissemination, and evidence
18 use activities”;

19 (C) in paragraph (3), by striking “and”
20 after the semicolon;

21 (D) by redesignating paragraph (4) as
22 paragraph (5);

23 (E) by inserting after paragraph (3) the
24 following:

1 “(4) ensure that data resulting from research
2 conducted under the direction of the Research Cen-
3 ter be made available in public, restricted-use, and
4 easily accessible formats for further analyses, repro-
5 ducibility studies, and replication of research, as
6 long as any reported information does not reveal
7 personally identifiable information; and”;

8 (F) in paragraph (5), as redesignated by
9 subparagraph (D), by inserting “, confiden-
10 tiality, and privacy” after “misconduct”; and

11 (2) in subsection (b)—

12 (A) by redesignating paragraph (2) as
13 paragraph (3); and

14 (B) by inserting after paragraph (1) the
15 following:

16 “(2) REQUIREMENTS.—The Director shall en-
17 sure that the system established under paragraph
18 (1)—

19 “(A) ensures that research funded by the
20 Institute is high-quality;

21 “(B) utilized high-quality and timely proce-
22 dures, in a manner that does not take longer
23 than is necessary to ensure quality; and

24 “(C) is conducted with fair review proc-
25 esses to ensure that applications and products

1 are evaluated on their merit, which may include
2 consulting with other Federal research agencies
3 to promote fair merit-based peer review.”.

4 **PART C—NATIONAL CENTER FOR EDUCATION**
5 **STATISTICS**

6 **SEC. 141. ESTABLISHMENT.**

7 Section 141(b) (20 U.S.C. 9541(b)), as redesignated
8 by section 102, is amended—

9 (1) in paragraph (1), by striking “in a manner
10 that meets the highest methodological standards”
11 and inserting “from early childhood through postsec-
12 ondary study in a manner that meets the highest
13 methodological and data usability standards”;

14 (2) by striking paragraph (2) and inserting the
15 following:

16 “(2) to report valid and reliable education infor-
17 mation and statistics in a manner that is high-qual-
18 ity, actionable, timely, and easily accessible to the
19 public; and”; and

20 (3) in paragraph (3)—

21 (A) in subparagraph (A), by striking “ra-
22 cial, cultural, gender, or regional bias” and in-
23 serting “bias on the basis of race, religion,
24 color, national origin, sex, or disability”; and

1 (B) in subparagraph (B), by inserting
2 “education system leaders,” after “practi-
3 tioners,”.

4 **SEC. 142. COMMISSIONER FOR EDUCATION STATISTICS.**

5 Section 142 (20 U.S.C. 9542), as redesignated by
6 section 102, is amended by striking “shall be highly” and
7 all that follows through the period at the end and inserting
8 the following: “shall—

9 “(1) be highly qualified;

10 “(2) have substantial knowledge of—

11 “(A) statistical methodologies and activi-
12 ties undertaken by the Statistics Center; and

13 “(B) Federal privacy and data confiden-
14 tiality laws, guidance, and regulations; and

15 “(3) serve as the statistical official designated
16 for the Department in accordance with section 314
17 of title 5, United States Code.”.

18 **SEC. 143. DUTIES.**

19 Section 143 (20 U.S.C. 9543), as redesignated by
20 section 102, is amended—

21 (1) in subsection (a)—

22 (A) in the matter preceding paragraph (1),
23 by striking “The Statistics Center” and all that
24 follows through “nations” and inserting “The
25 Statistics Commissioner shall collect, report,

1 analyze, and disseminate valid and reliable sta-
2 tistical data related to education from early
3 childhood through postsecondary study in the
4 United States and in other countries”;

5 (B) in paragraph (1)—

6 (i) in the matter preceding subpara-
7 graph (A)—

8 (I) by inserting “(where appro-
9 priate, using universal or sampling
10 methodologies or analysis of adminis-
11 trative data)” after “collecting”; and

12 (II) by striking “preschool, ele-
13 mentary, secondary, postsecondary,
14 and adult” and inserting “early child-
15 hood, elementary, secondary, postsec-
16 ondary, workforce, and adult edu-
17 cation”;

18 (ii) in subparagraph (A), by striking
19 “reform activities” and inserting “activities
20 to ensure all children, and particularly
21 each subgroup of students, have access to
22 high-quality educational opportunities”;

23 (iii) by redesignating subparagraphs
24 (H) through (O) as subparagraphs (L)
25 through (S), respectively;

1 (iv) by striking subparagraphs (D)
2 through (G) and inserting the following:

3 “(D) special education services and sup-
4 ports;

5 “(E)(i) secondary school completions
6 (disaggregated by attainment of a regular high
7 school diploma or a recognized equivalent of a
8 diploma);

9 “(ii) secondary school graduation and com-
10 pletion rates, including the four-year adjusted
11 cohort graduation rate (as defined in section
12 8101 of the Elementary and Secondary Edu-
13 cation Act of 1965) and the extended-year ad-
14 justed cohort graduation rate (as defined in
15 such section); and

16 “(iii) secondary school dropouts;

17 “(F) postsecondary education enrollment,
18 retention, transfer, and completion rates
19 (disaggregated by programs of study, enroll-
20 ment status, status as a recipient of a Federal
21 Pell Grant under section 401 of the Higher
22 Education Act of 1965, and subgroups of stu-
23 dents), and labor market outcomes, including in
24 early college high school or dual or concurrent
25 enrollment programs;

1 “(G) cost of attendance, net price, and revenue of, and expenditures in, postsecondary
2 education, including data on Federal, State,
3 and local financial aid to postsecondary students;
4
5

6 “(H) access to, and opportunity for, adult literacy and education;
7

8 “(I) teaching, including—

9 “(i) data on the availability of teacher and school leader preparation programs,
10 including—
11

12 “(I) requirements related to courses taken in the core academic content areas of the program; and
13
14

15 “(II) requirements related to evidenced-based clinical experiences;
16

17 “(ii) data on teacher and school leader demographics and qualifications, including
18 the percentage of teachers who—
19

20 “(I) meet the applicable State certification and licensure requirements, including requirements for certification obtained through alternative
21 routes to certification; and
22
23
24

1 “(II) fully meet applicable State
2 certification and licensure require-
3 ments in the area such teachers are
4 assigned to teach, including, with re-
5 gard to special education teachers, the
6 qualifications described in section
7 612(a)(14)(C) of the Individuals with
8 Disabilities Education Act; and
9 “(iii) data on teacher and school lead-
10 er professional development; and
11 “(J) the conditions of the education work-
12 place, including annual base salaries and total
13 compensation of full-time teachers, and the sup-
14 ply of, and demand for, teachers, including edu-
15 cator shortages related to specific subject areas
16 and regions;
17 “(K) indicators of school climate and stu-
18 dent mental health;”;
19 (v) in subparagraph (M), as redesi-
20 gnated by clause (iii), by inserting “(includ-
21 ing Federal, State, and local per-pupil ex-
22 penditures), and the condition of school fa-
23 cilities” before the semicolon at the end;

1 (vi) in subparagraph (N), as so redesi-
2 gnated, by striking “social and economic”
3 and inserting “socioeconomic”;

4 (vii) by striking subparagraph (O), as
5 so redesignated, and inserting the fol-
6 lowing:

7 “(O) access to, and use of, technology (in-
8 cluding assistive and adaptive technology) and
9 Internet connectivity;”;

10 (viii) in subparagraph (Q), as so re-
11 designated, by striking “and after-school
12 programs” and inserting “, after-school,
13 and summer learning and enrichment pro-
14 grams”; and

15 (ix) by striking subparagraph (R), as
16 so redesignated, and inserting the fol-
17 lowing:

18 “(R) the availability of, and access to, ca-
19 reer and technical education programs,
20 disaggregated by career cluster; and”;

21 (C) by striking paragraph (3) and insert-
22 ing the following:

23 “(3) collecting, analyzing, cross-tabulating, and
24 reporting, where available and in a manner that does
25 not reveal personally identifiable information (in ac-

1 cordance with section 173), information
2 disaggregated by—

3 “(A) sex, race, ethnicity, socioeconomic
4 status, English learner status, disability status
5 (including by disability category under the Indi-
6 viduals with Disabilities Education Act as ap-
7 propriate), homeless status, status as a child in
8 foster care, and status as a student with a par-
9 ent who is a member of the Armed Forces (as
10 defined in section 101(a)(4) of title 10, United
11 States Code); and

12 “(B) urban, rural, and suburban local edu-
13 cational agencies;”;

14 (D) by redesignating paragraphs (7), (8),
15 and (9) as paragraphs (8), (9), and (10), re-
16 spectively;

17 (E) by striking paragraphs (4) through (6)
18 and inserting the following:

19 “(4) collecting and compiling data required to
20 be accessible to the public from annual State report
21 cards described in section 1111(h)(1)(C) of the Ele-
22 mentary and Secondary Education Act of 1965 and
23 from annual local educational agency report cards
24 described in section 1111(h)(2)(C) of such Act;

1 “(5) assisting public and private educational
2 agencies, organizations, and institutions in—

3 “(A) improving and automating statistical
4 and data collection activities;

5 “(B) promoting privacy, security, and con-
6 fidentiality of student data, and

7 “(C) developing and improving statewide
8 longitudinal data systems that integrate data
9 from early childhood education, elementary and
10 secondary education, postsecondary education,
11 adult education, workforce development, and
12 labor market outcomes, as applicable;

13 “(6) supporting State public agencies in devel-
14 oping and operating statewide longitudinal data sys-
15 tems to improve student academic achievement and
16 close achievement gaps by—

17 “(A) developing voluntary standards to
18 promote data interoperability, modernization,
19 analysis, and security; and

20 “(B) providing technical assistance to—

21 “(i) improve data sharing and pro-
22 mote linkages across early childhood edu-
23 cation, elementary, secondary, and postsec-
24 ondary education, workforce, and the labor
25 market;

1 “(ii) build capacity and tools to sup-
2 port public analysis of such systems to in-
3 form decision-making by education system
4 leaders and policymakers; and

5 “(iii) protect student confidentiality
6 consistent with section 173;

7 “(7) acquiring and disseminating data on edu-
8 cational activities and student achievement (such as
9 the Trends in International Math and Science Study
10 and the Program for International Student Assess-
11 ment) in the United States compared with foreign
12 countries;”; and

13 (F) by striking paragraph (10), as redesign-
14 ated by subparagraph (D), and inserting the
15 following:

16 “(10) developing, in coordination with the Di-
17 rector of the Census Bureau, a valid and accurate
18 alternative student poverty measurement to improve
19 the identification of students from low-income back-
20 grounds and schools and local educational agencies
21 that serve a high number or percentage of such stu-
22 dents.”;

23 (2) by redesignating subsection (b) as sub-
24 section (d); and

1 (3) by inserting after subsection (a) the fol-
2 lowing:

3 “(b) STATISTICAL PLAN.—Not later than 60 days
4 after the date on which the Board approves priorities of
5 the Institute, the Statistics Commissioner shall develop
6 and submit a statistics plan to the Director that is con-
7 sistent with the mission of the Statistics Center and speci-
8 fies the Statistics Center’s plan to—

9 “(1) carry out the duties described in sub-
10 section (a) and issue reports described in section
11 145, consistent with the requirements of section
12 173;

13 “(2) continuously improve aspects of statistical
14 operations, testing, and implementation of new
15 methods to enhance the usability and cost-effective-
16 ness of data collections, processing, and dissemina-
17 tion carried out by the Statistics Center; and

18 “(3) improve the efficiency, timeliness, rel-
19 evance, usage, and impact of the education informa-
20 tion, statistics, and products issued by the Statistics
21 Center.

22 “(c) REPORT ON ALTERNATIVE POVERTY MEAS-
23 URES.—Not later than 2 years after the date of enactment
24 of the Advancing Research in Education Act, and every
25 3 fiscal years thereafter, the Director, in consultation with

1 the Statistics Commissioner and the Director of the Cen-
2 sus Bureau, shall submit, to the Committee on Health,
3 Education, Labor, and Pensions and the Committee on
4 Appropriations of the Senate and the Committee on Edu-
5 cation and the Workforce and the Committee on Appro-
6 priations of the House of Representatives, a report de-
7 scribing—

8 “(1) activities carried out by the Statistics Cen-
9 ter as required under subsection (a)(10) and section
10 144(d) to support the development of a valid and ac-
11 curate alternative student poverty measurement, in-
12 cluding for students who reside in rural commu-
13 nities;

14 “(2) an assessment of State efforts to improve
15 the identification of students from low-income back-
16 grounds, and Federal, State, and local recommenda-
17 tions to support effective approaches; and

18 “(3) the number of staff and amount of funding
19 allocated by the Institute to support the development
20 of alternative poverty measurements.”.

21 **SEC. 144. PERFORMANCE OF DUTIES.**

22 Section 144 (20 U.S.C. 9544), as redesignated by
23 section 102, is amended—

24 (1) in subsection (a)—

1 (A) by striking “AGREEMENTS.—In car-
2 rying out” and inserting the following: “AGREE-
3 MENTS—

4 “(1) IN GENERAL.—In carrying out”; and

5 (B) by adding at the end the following:

6 “(2) DATA MANAGEMENT PLANS.—A recipient
7 of a grant, contract, or cooperative agreement under
8 this part shall submit to the Statistics Commissioner
9 a plan describing how such recipient will address
10 and demonstrate progress on the requirements of
11 the performance management system described in
12 section 175 with respect to the activities that will be
13 carried out under the grant, contract, or cooperative
14 agreement.”;

15 (2) in subsection (b)—

16 (A) in paragraph (2)(A), by striking
17 “preschools” and all that follows through “stu-
18 dents” and inserting “early childhood education
19 programs, institutions of higher education, ca-
20 reer and technical education programs, adult
21 education and literacy activities, libraries, ad-
22 ministrators, teachers, principals, other school
23 leaders, paraprofessionals, students,”; and

24 (B) in paragraph (4)—

1 (i) in the matter preceding subpara-
2 graph (A), by striking “to serve the edu-
3 cational needs of children and youth” and
4 inserting “to be responsive to the edu-
5 cational challenges facing students, fami-
6 lies, practitioners, and education system
7 leaders”; and

8 (ii) in subparagraph (B), by inserting
9 “, including data reported to the Depart-
10 ment in accordance with the Elementary
11 and Secondary Education Act of 1965, the
12 Carl D. Perkins Career and Technical
13 Education Act of 2006, the Individuals
14 with Disabilities Education Act, and the
15 Higher Education Act of 1965” before the
16 period at the end; and

17 (3) by adding at the end the following:

18 “(d) ALTERNATIVE POVERTY MEASUREMENT.—Con-
19 sistent with the requirements of section 143(a)(10), the
20 Statistics Commissioner shall dedicate sufficient staffing
21 and financial resources to support the development, in co-
22 ordination with the Director of the Census Bureau, of a
23 valid and accurate alternative student poverty measure-
24 ment, which may support the purpose of title I of the Ele-

1 mentary and Secondary Education Act of 1965 and other
2 applicable Federal education laws.”.

3 **SEC. 145. REPORTS.**

4 Section 145 (20 U.S.C. 9545), as redesignated by
5 section 102, is amended—

6 (1) in subsection (a), by striking “section 186,”
7 and all that follows through the period at the end
8 and inserting the following: “section 176, to ensure
9 that the reports issued under this section are—

10 “(1) of high quality and subject to rigorous
11 peer review; and

12 “(2) produced in a timely fashion and in a
13 manner that is—

14 “(A) objective, secular, neutral, nonideolog-
15 ical, and free of partisan political influence and
16 bias on the basis of race, religion, color, na-
17 tional origin, sex, or disability; and

18 “(B) relevant and useful to practitioners,
19 education system leaders, researchers, policy-
20 makers, and the public.”;

21 (2) in subsection (b), by striking the comma
22 after “Statistics Commissioner”;

23 (3) in subsection (c), by striking “priorities and
24 the mission of the Statistics Center” and inserting

1 “priorities and mission of the Institute and the mis-
2 sion of the Statistics Center”; and

3 (4) by adding at the end the following:

4 “(d) EXPEDITED SURVEYS.—The Statistics Commis-
5 sioner shall—

6 “(1) develop and maintain the ability to create
7 and administer expedited surveys on emerging and
8 time-sensitive education topics; and

9 “(2) report data gathered from such surveys in
10 a way that is of high quality, actionable, timely, and
11 easily accessible.

12 “(e) TIMELINESS.—

13 “(1) IN GENERAL.—The Statistics Commis-
14 sioner shall attempt, to the greatest extent prac-
15 ticable, to publicly report statistical data collected
16 under this part in an accelerated manner to inform
17 educational and policy decision-making in response
18 to an emerging and time-sensitive education topic,
19 consistent with applicable procedures or standards
20 under this title.

21 “(2) PUBLIC NOTICE.—If the Statistics Com-
22 missioner cannot publicly report statistical data
23 under paragraph (1) from a data collection under
24 this part by the date that is 2 years after the date
25 on which such data collection is completed, the Di-

1 rector shall publish a notice in the Federal Register
2 that describes the reasons for a delay and a plan to
3 report some or part of such statistical data as soon
4 as possible, consistent with applicable procedures or
5 standards under this title.”.

6 **SEC. 146. DISSEMINATION.**

7 Section 146 (20 U.S.C. 9546), as redesignated by
8 section 102, is amended—

9 (1) in subsection (a), by striking “State and
10 local officials,” and inserting “Federal officials (in-
11 cluding the Bureau), State and local officials, Indian
12 Tribes, Tribal organizations,”;

13 (2) in subsection (c), by adding at the end the
14 following: “Such projects shall adhere to the student
15 confidentiality requirements under section 173.”;
16 and

17 (3) in subsection (e)(1), by striking “section
18 183” and inserting “section 173”.

19 **SEC. 147. COOPERATIVE EDUCATION STATISTICS PARTNER-**
20 **SHIPS.**

21 Section 147 (20 U.S.C. 9547), as redesignated by
22 section 102, is amended to read as follows:

1 **“SEC. 147. COOPERATIVE EDUCATION STATISTICS PART-**
 2 **NERSHIPS.**

3 “(a) IN GENERAL.—The Statistics Center may estab-
 4 lish 1 or more cooperative education statistics partner-
 5 ships for the purpose of producing and maintaining, with
 6 the voluntary participation and cooperation of the States,
 7 comparable, interoperable, and uniform data quality
 8 standards and systems that—

9 “(1) are useful for policymaking at the Federal,
 10 State, and local levels; and

11 “(2) may include voluntary guidelines to stand-
 12 ardize information and data on early childhood edu-
 13 cation, elementary and secondary education, postsec-
 14 ondary education, adult education, workforce devel-
 15 opment, and labor market outcomes, including to
 16 support implementation of State longitudinal data
 17 systems.

18 “(b) PROHIBITION.—No partnership established
 19 under this section shall establish a national student data
 20 system.”.

21 **SEC. 148. STATEWIDE LONGITUDINAL DATA SYSTEMS.**

22 Part C of title I, as redesignated by section 102, is
 23 amended by adding after section 148 the following:

24 **“SEC. 149. GRANT PROGRAM FOR STATEWIDE LONGITU-**
 25 **DINAL DATA SYSTEMS.**

26 “(a) DEFINITIONS.—In this section:

1 “(1) ELIGIBLE AGENCY.—The term ‘eligible
2 agency’ means—

3 “(A) a State educational agency;

4 “(B) the office of the Governor;

5 “(C) a State agency, data governance
6 body, or public sector organization, as deter-
7 mined and designated by the Governor;

8 “(D) an outlying area; or

9 “(E) a consortium of entities described in
10 subparagraphs (A) through (C) located in a sin-
11 gle State or a consortium of such entities lo-
12 cated in 2 or more States.

13 “(2) STATEWIDE LONGITUDINAL DATA SYS-
14 TEM.—The term ‘statewide longitudinal data system’
15 means a data system operated at the State level by
16 an eligible agency that connects individual level data
17 from early childhood education, elementary and sec-
18 ondary education, postsecondary education, work-
19 force development, labor market outcomes, and other
20 data sources, as determined by the State, in a man-
21 ner that—

22 “(A) protects and promotes individual pri-
23 vacy and data security, in accordance with ap-
24 plicable Federal, State, and local privacy laws,

1 increases data transparency, and minimizes re-
2 porting burden; and

3 “(B) enhances the ability of the public, re-
4 searchers, policymakers, practitioners, and
5 States to efficiently and accurately access, man-
6 age, analyze, and use data to inform decision-
7 making and improve educational opportunities
8 and outcomes, including academic achievement,
9 postsecondary education access and completion,
10 and labor market outcomes.

11 “(b) GRANTS AUTHORIZED.—

12 “(1) IN GENERAL.—Subject to paragraph (2)
13 the Secretary shall award grants, on a competitive
14 basis, to eligible agencies to enable such agencies to
15 design, develop, implement, and improve statewide
16 longitudinal data systems. Eligible agencies receiving
17 a grant under this section may provide subgrants to
18 public agencies or institutions of higher education to
19 improve the capacity of such agencies or institutions
20 to participate in statewide longitudinal data systems.

21 “(2) PLANNING GRANTS.—

22 “(A) IN GENERAL.—Of amounts made
23 available to carry out this section, the Secretary
24 may reserve not more than 10 percent of such
25 amounts to award planning grants to eligible

1 agencies to support planning related to the de-
2 sign, development, implementation, improve-
3 ment, and sustainability of statewide longitu-
4 dinal data systems, which may include planning
5 to support—

6 “(i) the integration or coordination of
7 additional Federal, State, or local data
8 sources in the statewide longitudinal data
9 system, which may include facilitating
10 interoperability across such data sources,
11 including from across Federal, State, or
12 local agencies;

13 “(ii) alignment with the voluntary
14 standards and guidelines described in sec-
15 tion 143(a)(6);

16 “(iii) the development of products,
17 tools, or interfaces that provide appro-
18 priate access to data insights produced by
19 the statewide longitudinal data system; or

20 “(iv) upgrading data infrastructure or
21 reporting systems.

22 “(B) DURATION.—Awards made under
23 subparagraph (A) shall be for a duration of not
24 longer than 18 months.

1 “(C) ENGAGEMENT.—In carrying out
2 planning activities under this paragraph, an eli-
3 gible agency that receives an award under this
4 paragraph shall, to the greatest extent prac-
5 ticable, engage students, families, practitioners,
6 education system leaders, policymakers, commu-
7 nity organizations, and State and local public
8 agencies to inform such planning.

9 “(c) AWARDING OF GRANTS.—

10 “(1) IN GENERAL.—In making awards under
11 subsection (b)(1), the Secretary shall use a peer re-
12 view process that—

13 “(A) ensures technical quality (including
14 validity and reliability), promotes data linkages
15 within the State, and ensures the protection of
16 individual privacy consistent with section 173;
17 and

18 “(B) promotes the generation and accurate
19 and timely use of data that is needed—

20 “(i) to support implementation of—

21 “(I) the Elementary and Sec-
22 ondary Education Act of 1965;

23 “(II) the Higher Education Act
24 of 1965;

1 “(III) the Individuals with Dis-
2 abilities Education Act;

3 “(IV) the Carl D. Perkins Career
4 and Technical Education Act of 2006;

5 “(V) the Workforce Innovation
6 and Opportunity Act (29 U.S.C. 3101
7 et seq.);

8 “(VI) the Child Care and Devel-
9 opmental Block Grant Act of 1990
10 (42 U.S.C. 9857 et seq.); and

11 “(VII) other relevant Federal
12 laws; and

13 “(ii) to facilitate research to improve
14 educational and employment opportunities
15 and outcomes, including student academic
16 achievement, postsecondary education ac-
17 cess and completion, labor market out-
18 comes, and closing opportunity and
19 achievement gaps between subgroups of
20 students.

21 “(2) PRIORITIES.—In making awards under
22 subsection (b)(1), the Secretary shall give priority to
23 applications submitted by eligible agencies that—

1 “(A) received a planning grant under sub-
2 section (b)(2) and propose to carry out activi-
3 ties informed by such planning;

4 “(B) propose to develop products, tools, or
5 interfaces that provide appropriate access to
6 data insights produced by the statewide longitu-
7 dinal data system; or

8 “(C) require the use of the voluntary
9 standards and guidelines described in section
10 143(a)(6).

11 “(3) DURATION.—

12 “(A) IN GENERAL.—The Secretary shall
13 award grants under subsection (b)(1) for a pe-
14 riod of not longer than 4 years.

15 “(B) RENEWAL.—The Secretary may
16 renew grants under subsection (b)(1) for 2 ad-
17 ditional years if the eligible agency dem-
18 onstrates significant progress in meeting its
19 goals.

20 “(d) APPLICATIONS.—Each eligible agency desiring a
21 grant under subsection (b)(1) shall submit an application
22 to the Secretary at such time, in such manner, and accom-
23 panied by such information as the Secretary may reason-
24 ably require, including each of the following:

1 “(1) A description of how the eligible agency
2 will design, develop, implement, or improve a state-
3 wide longitudinal data system that will integrate
4 data in accordance with the individual privacy and
5 data security requirements specified in section 173,
6 from the following data sources, to the greatest ex-
7 tent practicable:

8 “(A) Early childhood education, in accord-
9 ance with practices identified in subsection (i).

10 “(B) Elementary and secondary education,
11 including data reported from local educational
12 agencies and the State educational agency.

13 “(C) Career and technical education, to the
14 greatest extent practicable.

15 “(D) Postsecondary education, including
16 data reported from, at a minimum, public insti-
17 tutions of higher education and public systems
18 of institutions of higher education.

19 “(E) Workforce development programs.

20 “(F) Unemployment insurance or other
21 statewide data sources with access to labor
22 market outcomes or wage record data and in
23 accordance with privacy and data security re-
24 quirements of the State.

1 “(2) A description of how the eligible agency
2 will design, develop, implement, or improve a state-
3 wide longitudinal data system that may integrate
4 data from other Federal, State, or local public or
5 private agencies or organizations, in accordance with
6 Federal and State privacy laws.

7 “(3) A description of how the eligible agency
8 will ensure that the statewide longitudinal data sys-
9 tem will—

10 “(A) be able to publicly disaggregate stu-
11 dent data by each subgroup of students;

12 “(B) ensure technical quality, including va-
13 lidity and reliability, of the data managed by
14 the statewide longitudinal data system; and

15 “(C) enable the development of tools, prod-
16 ucts or interfaces that ensure the statewide lon-
17 gitudinal data system will provide publicly ac-
18 cessible and useful information to students,
19 families, practitioners, education system lead-
20 ers, policymakers, community organizations,
21 State and local public agencies, and the public
22 in a manner that protects and promotes indi-
23 vidual privacy and data security.

24 “(4) A description of how the statewide longitu-
25 dinal data system will, to the extent practicable, pro-

1 mote standardized data definitions, open data for-
2 mats, other standards, and linkages utilized in mul-
3 tiple States, and be aligned with the subchapter I of
4 chapter 35 of title 44, United States Code.

5 “(5) A description of the eligible agency’s plan
6 to protect and promote individual privacy and data
7 security in implementing the State longitudinal data
8 system, including—

9 “(A) defining policies, guidelines, or proto-
10 cols, as appropriate for data collection, storage,
11 data sharing, use, data destruction, and disclo-
12 sure avoidance to secure any personally identifi-
13 able information;

14 “(B) reviewing how State agencies, local
15 agencies, and other entities that will have ac-
16 cess to the statewide longitudinal data systems
17 under this section will adhere to Federal or
18 State privacy laws and protections in the build-
19 ing, maintenance, and use of such data sys-
20 tems; and

21 “(C) providing training or professional de-
22 velopment to any employee or contractor of
23 such system to ensure compliance with section
24 444 of the General Education Provisions Act
25 (commonly known as the “Family Educational

1 Rights and Privacy Act of 1974”), section 445
2 of that Act (commonly known as the ‘Protection
3 of Pupil Rights Amendment’), the Children’s
4 Online Privacy Protection Act of 1998 (15
5 U.S.C. 6501 et seq.), the Health Insurance
6 Portability and Accountability Act of 1996
7 (Public Law 104–191), and any other relevant
8 Federal or State privacy law.

9 “(6) A description of the data governance struc-
10 ture for the statewide longitudinal data system,
11 which shall, to the greatest extent practicable, sup-
12 port the implementation of statewide data govern-
13 ance structures that involve all relevant State agen-
14 cies, which may include establishing a State chief
15 privacy officer or a data governance coordinator.

16 “(7) A description of the eligible agency’s plan
17 to promote long-term sustainability of the statewide
18 longitudinal data system, including identifying State
19 and local funding that will be used to support the
20 operation, maintenance, and upgrades of such sys-
21 tem.

22 “(e) USE OF FUNDS.—An eligible agency receiving
23 an award under subsection (c)(1)—

24 “(1) shall use funds to enhance or modernize
25 data infrastructure and analytics capacity to inte-

1 grate data across early childhood education through
2 postsecondary study and labor market outcomes into
3 the State longitudinal data system, including the
4 data sources required, to the greatest extent prac-
5 ticable, in subsection (d)(1)(A); and

6 “(2) may carry out 1 or more of the following
7 activities:

8 “(A) Integrate additional local, State, or
9 Federal data sources in the statewide longitu-
10 dinal data system or facilitate interoperability
11 between such data sources.

12 “(B) Develop or increase the public’s ac-
13 cess to products, tools, or interfaces and that
14 provide appropriate access to data insights pro-
15 duced by the statewide longitudinal data sys-
16 tem.

17 “(C) Implement policies to protect and
18 promote student privacy and data security.

19 “(D) Provide professional development to
20 individuals, practitioners, and education system
21 leaders to better understand, use, and analyze
22 data from the statewide longitudinal data sys-
23 tem.

24 “(f) SUPPLEMENT NOT SUPPLANT.—Funds made
25 available under this section shall be used to supplement,

1 and not supplant, other State or local funds used for de-
2 veloping State data systems.

3 “(g) REPORT.—Not later than 1 year after the date
4 of enactment of the Advancing Research in Education Act,
5 and again 3 years after such date of enactment, the Sec-
6 retary, in consultation with the National Academies Com-
7 mittee on National Statistics, shall make publicly available
8 a report on the implementation and effectiveness of Fed-
9 eral, State, and local efforts related to the goals of this
10 section, including—

11 “(1) identifying and analyzing State practices
12 regarding the development and use of statewide lon-
13 gitudinal data systems;

14 “(2) evaluating the ability of such systems to
15 manage individual student data, promote linkages
16 across States, and protect student privacy consistent
17 with section 173; and

18 “(3) identifying best practices and areas for im-
19 provement.

20 “(h) GUIDANCE.—Not later than 1 year after the
21 date of enactment of the Advancing Research in Edu-
22 cation Act, and on an ongoing basis, the Secretary shall
23 issue guidance and provide technical assistance on—

24 “(1) protecting and promoting individual pri-
25 vacy and data security in implementing statewide

1 longitudinal data systems in accordance with appli-
2 cable Federal, State, and local privacy laws;

3 “(2) developing or increasing the public’s access
4 to products, tools, or interfaces that provide appro-
5 priate access to data insights produced by statewide
6 longitudinal data systems, which may support the
7 public, researchers, policymakers, practitioners, and
8 States in efficiently and accurately accessing, man-
9 aging, analyzing, and using data to inform decision-
10 making and improve educational opportunities and
11 outcomes, including academic achievement, postsec-
12 ondary education access and completion, and labor
13 market outcomes; and

14 “(3) supporting data linkages between a state-
15 wide longitudinal data system and data from post-
16 secondary education, workforce programs, unemploy-
17 ment insurance, or other statewide data sources with
18 access to wage record data, which shall include the
19 use of different unique identifiers and may include
20 the use of Social Security numbers, in accordance
21 with applicable Federal, State, and local privacy
22 laws.

23 “(i) EARLY CHILDHOOD EDUCATION DATA.—The
24 Secretary of Health and Human Services, in coordination
25 with the Statistics Commissioner, shall develop guidance

1 for eligible agencies on integrating data voluntarily re-
2 ported under the Head Start Act (42 U.S.C. 9831 et seq.)
3 and other early childhood education data in the statewide
4 longitudinal data system.

5 “(j) EARLY COLLEGE HIGH SCHOOL OR DUAL OR
6 CONCURRENT ENROLLMENT PROGRAMS.—The Statistics
7 Commissioner shall provide technical assistance to eligible
8 agencies to efficiently collect and report data related to
9 enrollment, retention, transfer, and completion rates in
10 early college high school or dual or concurrent enrollment
11 programs.”.

12 **SEC. 149. DATA INNOVATION GRANTS.**

13 Part C of title I, as amended by section 148, is fur-
14 ther amended by adding after section 149 the following:

15 **“SEC. 150. DATA INNOVATION GRANTS.**

16 “(a) GRANTS AUTHORIZED.—

17 “(1) IN GENERAL.—The Director may award
18 grants to, or enter into contracts or cooperative
19 agreements with, public agencies (including the Bu-
20 reau of Indian Education) to increase the capacity
21 of public agencies to accurately manage, analyze,
22 and use data collected by such agencies to inform
23 decisionmaking and improve educational opportuni-
24 ties and outcomes, including academic achievement,

1 postsecondary education access and completion, and
2 labor market outcomes.

3 “(2) RESERVATION.—From amounts appro-
4 priated to carry out this section, the Director may
5 reserve not more than 2 percent of such amounts for
6 program administration, technical assistance, and
7 carrying out the evaluation described in subsection
8 (f).

9 “(b) DURATION.—Awards made under subsection (a)
10 shall be for a period of not longer than 4 years.

11 “(c) APPLICATION.—A public agency desiring a
12 grant, contract, or cooperative agreement under this sec-
13 tion shall submit an application to the Director at such
14 time and in such manner as the Director may reasonably
15 require, including—

16 “(1) a description of such agency’s plan to ac-
17 curately manage, analyze, and use data collected by
18 public agencies to inform decisionmaking and im-
19 prove educational opportunities and outcomes, as de-
20 scribed in subsection (a)(1), including a description
21 of the specific data challenges the award will help
22 address; and

23 “(2) a description of such agency’s data infra-
24 structure, staffing, data analytics, reporting, and
25 sharing capabilities, and such agency’s efforts to

1 protect and promote individual privacy and data se-
2 curity, in accordance with applicable Federal, State,
3 and local privacy laws, increase data transparency,
4 and minimize reporting burden.

5 “(d) USES OF FUNDS.—A public agency that receives
6 a grant, contract, or cooperative agreement under this sec-
7 tion shall use such award to increase the agency’s capacity
8 to, in accordance with applicable Federal, State, and local
9 privacy laws, accurately manage, analyze, and use data to
10 inform decisionmaking and improve educational opportu-
11 nities and outcomes, as described in subsection (a)(1),
12 which may include the following activities:

13 “(1) Improving data quality, standardization,
14 and such agency’s capabilities related to data infra-
15 structure, staffing, data analytics, reporting, and
16 data sharing, including among a consortium of pub-
17 lic agencies located in a single State or a consortium
18 of public agencies located in 2 or more States.

19 “(2) Supporting the development of tools, prod-
20 ucts, or interfaces to make data more transparent,
21 accessible, and useful to students, families, practi-
22 tioners, education system leaders, policymakers,
23 community organizations, State and local public
24 agencies, and the public in a manner that protects
25 and promotes individual privacy and data security.

1 “(3) Developing and implementing privacy and
2 security techniques, platforms, protocols, or tech-
3 nology for using and securing personally identifiable
4 information and data managed by public agencies.

5 “(4) Developing and evaluating the validity and
6 accuracy of an alternative student poverty measure-
7 ment, which may include 1 or more of the following
8 approaches:

9 “(A) Improving the quality of data used to
10 identify students directly certified or categori-
11 cally eligible for free meals under the Richard
12 B. Russell National School Lunch Act (42
13 U.S.C. 1751 et seq.) and linking such data with
14 other individual-level measures, including from
15 the Medicaid program under title XIX of the
16 Social Security Act (42 U.S.C. 1396 et seq.),
17 the Children’s Health Insurance Program under
18 title XXI of the Social Security Act (42 U.S.C.
19 1397aa et seq.), and other public agencies.

20 “(B) Utilizing data from Federal or State
21 tax records.

22 “(C) Developing and utilizing local data,
23 such as student neighborhood characteristics,
24 which may include utilizing data published by
25 the United States Census Bureau.

1 “(e) EVALUATION.—The Director shall carry out an
2 independent evaluation of activities carried out under this
3 section.”.

4 **PART D—NATIONAL CENTER FOR EDUCATION**
5 **EVALUATION AND EVIDENCE USE**

6 **SEC. 151. NATIONAL CENTER FOR EDUCATION EVALUA-**
7 **TION AND EVIDENCE USE.**

8 Part D (20 U.S.C. 9561 et seq.) is amended to read
9 as follows:

10 **“PART D—NATIONAL CENTER FOR EDUCATION**
11 **EVALUATION AND EVIDENCE USE**

12 **“SEC. 151. ESTABLISHMENT.**

13 “(a) ESTABLISHMENT.—There is established in the
14 Institute a National Center for Education Evaluation and
15 Evidence Use (in this part referred to as the ‘Evaluation
16 and Evidence Use Center’).

17 “(b) MISSION.—The mission of the Evaluation and
18 Evidence Use Center shall be—

19 “(1) to increase evidence use among practi-
20 tioners, education system leaders, and policymakers,
21 support innovation responsive to the challenges fac-
22 ing students and practitioners, and promote contin-
23 uous improvement across early childhood through
24 postsecondary study;

1 “(2) to conduct evaluations of Federal edu-
2 cation programs administered by the Secretary (and
3 as time and resources allow, other education pro-
4 grams) in order to—

5 “(A) determine the impact of the pro-
6 grams, such as in improving—

7 “(i) educational outcomes, particularly
8 student academic achievement, for all stu-
9 dents, particularly each subgroup of stu-
10 dents; or

11 “(ii) access to high-quality educational
12 opportunities; and

13 “(B) support the identification of evidence-
14 based practices that may be adapted and imple-
15 mented in heterogeneous local educational con-
16 texts;

17 “(3) to support synthesis and wide dissemina-
18 tion of results of evaluation, research, and products
19 to support continuous improvement, including the
20 development of products or tools to increase the im-
21 pact of the activities of the Institute; and

22 “(4) to oversee regional educational laboratories
23 to serve the educational needs of the geographic re-
24 gions served by such laboratories.

1 **“SEC. 152. COMMISSIONER FOR EDUCATION EVALUATION**
2 **AND EVIDENCE USE.**

3 “(a) IN GENERAL.—The Evaluation and Evidence
4 Use Center shall be headed by a Commissioner for Edu-
5 cation Evaluation and Evidence Use (in this part referred
6 to as the ‘Evaluation and Evidence Use Commissioner’)
7 who—

8 “(1) is highly qualified in carrying out scientif-
9 ically valid education evaluation; and

10 “(2) has demonstrated a capacity to support
11 engagement between researchers, practitioners, edu-
12 cation system leaders, and policymakers to effec-
13 tively communicate the implications of scientifically
14 valid research, statistics, and evaluations to support
15 evidence use and continuous improvement.

16 “(b) CHIEF EVALUATION OFFICER.—The Evaluation
17 and Evidence Use Commissioner shall serve as the evalua-
18 tion officer designated for the Department in accordance
19 with section 313 of title 5, United States Code.

20 **“SEC. 153. DUTIES.**

21 “(a) GENERAL DUTIES.—The Evaluation and Evi-
22 dence Use Commissioner shall—

23 “(1) conduct evaluations under section 154;

24 “(2) promote evidence use among practitioners,
25 education system leaders, and policymakers and pro-

1 mote continuous improvement across early childhood
2 through postsecondary study;

3 “(3) manage the What Works Clearinghouse
4 and related functions described in section 155;

5 “(4) support engagement between the Institute
6 and practitioners, education system leaders, and pol-
7 icymakers, which may include—

8 “(A) analyzing the evidence bases of re-
9 search areas related to challenges facing stu-
10 dents and practitioners across early childhood
11 through postsecondary study, and identifying
12 such areas that require additional study;

13 “(B) supporting practitioners in under-
14 standing research processes in order to maxi-
15 mize the participation and engagement of such
16 practitioners in developing research questions,
17 designs, measurements, and methods; and

18 “(C) communicating research areas identi-
19 fied under subparagraph (A) to the Commis-
20 sioner for Education Research, the Commis-
21 sioner for Special Education Research, and re-
22 searchers in order to help increase and build
23 the evidence bases of research areas related to
24 challenges facing students and practitioners,
25 which may be carried out through the functions

1 of the National Education Research Database
2 developed under section 155(b);

3 “(5) support the regional educational labora-
4 tories in serving the educational needs of the geo-
5 graphic regions of such laboratories;

6 “(6) manage the Educational Resources Infor-
7 mation Center clearinghouse;

8 “(7) manage the National Library of Education
9 described in section 156(b) and other sources of dig-
10 ital information on education research;

11 “(8) ensure that evidence-based products or
12 tools developed by the Evaluation and Evidence Use
13 Center are prepared in a timely manner and are
14 widely disseminated to practitioners, education sys-
15 tem leaders, and policymakers in formats that are
16 high quality, easily accessible, understandable, and
17 actionable;

18 “(9) respond, as appropriate, to inquiries from
19 practitioners, education system leaders, policy-
20 makers, researchers, public and private entities, and
21 entities responsible for carrying out technical assist-
22 ance related to evaluation and evidence use;

23 “(10) ensure that information disseminated
24 under this part is provided in a cost-effective, non-
25 duplicative manner that includes the most current

1 research findings, as of the date of the dissemina-
2 tion; and

3 “(11) assist the Director in the preparation of
4 a biennial report, as described in section 119.

5 “(b) EVALUATION AND EVIDENCE USE PLAN.—Not
6 later than 60 days after the date on which the Board ap-
7 proves the priorities under section 115, the Evaluation
8 and Evidence Use Commissioner shall develop and submit
9 an evaluation and evidence use plan to the Director that—

10 “(1) is consistent with the mission of the Insti-
11 tute and the mission of the Evaluation and Evidence
12 Use Center and specifies how the Evaluation and
13 Evidence Use Center will carry out—

14 “(A) evaluations described in section 154;

15 and

16 “(B) activities that promote—

17 “(i) evidence use among practitioners,
18 education system leaders, and policy-
19 makers; and

20 “(ii) continuous improvement across
21 early childhood through postsecondary
22 study, such as the development and pro-
23 motion of practice guides to improve teach-
24 ing and learning;

1 “(2) uses objective and measurable indicators,
2 including timelines, to assess the progress and re-
3 sults of such evaluations or activities;

4 “(3) describes the efforts of the Evaluation and
5 Evidence Use Commissioner to manage the What
6 Works Clearinghouse and related functions described
7 in section 155 and promote engagement between the
8 Institute and practitioners, education system lead-
9 ers, and policymakers to increase the impact of the
10 Institute’s activities; and

11 “(4) describes how the regional educational lab-
12 oratories will effectively coordinate with comprehen-
13 sive centers established under section 207 to in-
14 crease the impact of such laboratories’ activities.

15 “(c) GRANTS, CONTRACTS, AND COOPERATIVE
16 AGREEMENTS.—In carrying out the duties under this
17 part, the Director may award grants, enter into contracts
18 and cooperative agreements, and provide technical assist-
19 ance.

20 **“SEC. 154. EVALUATIONS.**

21 “(a) IN GENERAL.—

22 “(1) REQUIREMENTS.—In carrying out the mis-
23 sion of the Evaluation and Evidence Use Center, the
24 Evaluation and Evidence Use Commissioner shall—

1 “(A) conduct or support evaluations con-
2 sistent with the mission of the Evaluation and
3 Evidence Use Center, as described in section
4 151(b);

5 “(B) evaluate programs administered, in
6 whole or in part, by the Secretary;

7 “(C) to the extent such Commissioner de-
8 termines practicable, examine evaluations con-
9 ducted or supported by others in order to deter-
10 mine the quality and relevance of the evidence
11 of effectiveness generated by such evaluations;

12 “(D) coordinate the activities of the Eval-
13 uation and Evidence Use Center with other
14 evaluation activities in the Department;

15 “(E) review and, where feasible, supple-
16 ment Federal education program evaluations,
17 particularly those by the Department, to deter-
18 mine or enhance the quality and relevance of
19 the evidence generated by those evaluations;

20 “(F) establish evaluation policies and
21 methodology; and

22 “(G) support the identification of evidence-
23 based practices that may be adapted and imple-
24 mented in heterogeneous local educational con-
25 texts.

1 “(2) ADDITIONAL REQUIREMENTS.—Each eval-
2 uation conducted under paragraph (1) shall—

3 “(A) adhere to the highest possible stand-
4 ards of quality for conducting scientifically valid
5 education evaluation; and

6 “(B) be subject to high-quality, timely, and
7 rigorous peer review.

8 “(b) ADMINISTRATION OF EVALUATIONS UNDER
9 THE ELEMENTARY AND SECONDARY EDUCATION ACT OF
10 1965.—The Evaluation and Evidence Use Commissioner,
11 consistent with the mission of the Evaluation and Evi-
12 dence Use Center, shall administer all operations and con-
13 tracts associated with evaluations authorized by section
14 8601 of the Elementary and Secondary Education Act of
15 1965 and administered by the Department.

16 **“SEC. 155. WHAT WORKS CLEARINGHOUSE AND RELATED**
17 **FUNCTIONS.**

18 “(a) IN GENERAL.—In carrying out the mission of
19 the Evaluation and Evidence Use Center, the Evaluation
20 and Evidence Use Commissioner shall develop and main-
21 tain each of the following:

22 “(1) The National Education Research Data-
23 base consisting of scientifically valid research, statis-
24 tics, and evaluations on education reviewed by the

1 Evaluation and Evidence Use Center, as authorized
2 under subsection (b).

3 “(2) The What Works Clearinghouse consisting
4 of evidence-based practices designed for practi-
5 tioners, education system leaders, and policymakers,
6 as authorized under subsection (c).

7 “(b) NATIONAL EDUCATION RESEARCH DATA-
8 BASE.—

9 “(1) IN GENERAL.—The Evaluation and Evi-
10 dence Use Commissioner shall develop, maintain,
11 and regularly update the National Education Re-
12 search Database to support researchers.

13 “(2) STANDARDS.—The Evaluation and Evi-
14 dence Use Commissioner shall establish a system for
15 technical and peer review to ensure that scientifically
16 valid research, statistics, and evaluations reviewed
17 and included in the National Education Research
18 Database are consistent with the high-quality re-
19 search standards described in section 134 and the
20 evaluation standards adhered to under section
21 154(a)(2)(A).

22 “(3) REVIEW.—In reviewing scientifically valid
23 research, statistics, and evaluations under this sub-
24 section, including individual studies, the Evaluation
25 and Evidence Use Commissioner shall—

1 “(A) describe prominently the type of sci-
2 entific evidence that is used to support the evi-
3 dence-based findings; and

4 “(B) explain clearly the scientifically ap-
5 propriate and inappropriate uses of—

6 “(i) the findings that are dissemi-
7 nated; and

8 “(ii) the types of evidence used to
9 support such findings.

10 “(c) WHAT WORKS CLEARINGHOUSE.—

11 “(1) IN GENERAL.—The Evaluation and Evi-
12 dence Use Commissioner shall develop, maintain,
13 and regularly update the What Works Clearinghouse
14 to support practitioners, education system leaders,
15 and policymakers in easily accessing actionable in-
16 formation.

17 “(2) REQUIREMENTS.—In carrying out para-
18 graph (1), the Evaluation and Evidence Use Com-
19 missioner shall—

20 “(A) develop evidence-based recommenda-
21 tions for practitioners to promote evidence use
22 and improve student outcomes by—

23 “(i) synthesizing findings in research
24 areas related to challenges facing students
25 and practitioners; and

1 “(ii) analyzing and summarizing the
2 findings of high-quality research reviewed
3 and included in the National Education
4 Research Database developed under sub-
5 section (b); and

6 “(B) develop and disseminate evidence-
7 based products or tools designed to improve
8 teaching and learning in order to provide all
9 students, particularly each subgroup of stu-
10 dents, access to high-quality educational oppor-
11 tunities and to improve educational outcomes,
12 particularly student academic achievement.

13 “(3) COORDINATION WITH REGIONAL EDU-
14 CATIONAL LABORATORIES.—The Evaluation and
15 Evidence Use Commissioner shall ensure that the
16 evidence-based practices, products, and tools of the
17 What Works Clearinghouse are disseminated
18 through the regional educational laboratories.

19 **“SEC. 156. EVIDENCE USE ACTIVITIES.**

20 “(a) IN GENERAL.—In carrying out the mission of
21 the Evaluation and Evidence Use Center, the Evaluation
22 and Evidence Use Commissioner shall—

23 “(1) promote engagement between researchers,
24 practitioners, education system leaders, and policy-
25 makers to effectively communicate the implications

1 of scientifically valid research, statistics, and evalua-
2 tions to support evidence use and continuous im-
3 provement; and

4 “(2) develop resources or train practitioners
5 and education system leaders in early childhood edu-
6 cation through postsecondary study in identifying,
7 selecting, implementing, and adapting evidence-
8 based practices in heterogeneous local educational
9 contexts, such as through (as applicable)—

10 “(A) the activities of the regional edu-
11 cational laboratories;

12 “(B) the What Works Clearinghouse estab-
13 lished under section 155;

14 “(C) the provision of technical assistance
15 to—

16 “(i) an early childhood education pro-
17 gram, Head Start agency, or lead agency
18 designated under section 658D of the
19 Child Care and Development Block Grant
20 Act of 1990 (42 U.S.C. 9858b);

21 “(ii) a public elementary school or
22 secondary school (including a charter
23 school), local educational agency, or State
24 educational agency; or

1 “(iii) an institution of higher edu-
2 cation, including a community college, a
3 historically Black college or university, a
4 Tribal College or University, or another
5 minority-serving institution; and

6 “(D) partnerships with public agencies or
7 private entities that have demonstrated the abil-
8 ity and capacity to scale activities related to evi-
9 dence use supported by such Center.

10 “(b) NATIONAL LIBRARY OF EDUCATION.—

11 “(1) ESTABLISHMENT.—There is established,
12 within the Evaluation and Evidence Use Center, a
13 National Library of Education that shall—

14 “(A) be headed by an individual who is
15 highly qualified in library science;

16 “(B) collect and archive information;

17 “(C) provide a central location within the
18 Federal Government for information about edu-
19 cation;

20 “(D) provide comprehensive reference serv-
21 ices on matters related to education to employ-
22 ees, contractors, and grantees of the Depart-
23 ment, other Federal employees, and members of
24 the public; and

1 “(E) promote greater cooperation and re-
 2 source sharing among providers and reposi-
 3 tories of education information in the United
 4 States.

5 “(2) INFORMATION.—The information collected
 6 and archived by the National Library of Education
 7 shall include—

8 “(A) products and publications developed
 9 through, or supported by, the Institute; and

10 “(B) other relevant and useful education-
 11 related research, statistics, and evaluation ma-
 12 terials, and other information, projects, and
 13 publications, that are—

14 “(i) consistent with—

15 “(I) scientifically valid research;

16 or

17 “(II) the priorities and mission of
 18 the Institute; and

19 “(ii) developed by the Department,
 20 other Federal agencies, or other entities.

21 **“SEC. 157. REGIONAL EDUCATIONAL LABORATORIES FOR**
 22 **APPLIED RESEARCH, DEVELOPMENT, AND**
 23 **EVIDENCE USE.**

24 “(a) AUTHORIZATION.—

25 “(1) PROGRAM AUTHORIZED.—

1 “(A) IN GENERAL.—The Evaluation and
2 Evidence Use Commissioner shall enter into
3 contracts with entities to establish a networked
4 system of 10 regional educational laboratories
5 that serve the needs of each geographic region
6 of the United States in accordance with the
7 provisions of this section.

8 “(B) DURATION.—A contract under this
9 subsection shall be for a period of not less than
10 5 years and not more than 7 years.

11 “(2) GEOGRAPHIC REGIONS.—The regions
12 served by the regional educational laboratories shall
13 be the 10 geographic regions served by the regional
14 educational laboratories established under section
15 941(h) of the Educational Research, Development,
16 Dissemination, and Improvement Act of 1994 (as
17 such provision existed on the day before the date of
18 enactment of this Act).

19 “(3) ALLOCATION.—The amount of assistance
20 allocated to each regional educational laboratory by
21 the Evaluation and Evidence Use Commissioner
22 shall reflect the number of local educational agencies
23 and the number of school-age children within the re-
24 gion served by such laboratory, as well as the cost

1 of providing services within the geographic area en-
2 compassed by the region.

3 “(4) REQUIREMENTS.—In entering into con-
4 tracts under this section for regional educational
5 laboratories, the Evaluation and Evidence Use Com-
6 missioner shall ensure that the regional educational
7 laboratories established under this section have
8 strong and effective governance, organization, man-
9 agement, and administration, and employ qualified
10 staff.

11 “(5) COORDINATION.—In order to ensure co-
12 ordination and prevent unnecessary duplication of
13 activities among the regions, the Evaluation and
14 Evidence Use Commissioner shall—

15 “(A) share information about the activities
16 of each regional educational laboratory awarded
17 a contract under this section with—

18 “(i) each other regional educational
19 laboratory awarded a contract under this
20 section; and

21 “(ii) the Department, including the
22 Director and the Board;

23 “(B) oversee a strategic plan for ensuring
24 that each regional educational laboratory
25 awarded a contract under this section increases

1 collaboration and resource-sharing in such ac-
2 tivities;

3 “(C) ensure, where appropriate, that the
4 activities of each regional educational laboratory
5 awarded a contract under this section also serve
6 national interests; and

7 “(D) ensure that each regional educational
8 laboratory awarded a contract under this sec-
9 tion coordinates such laboratory’s activities with
10 the activities of other technical assistance cen-
11 ters, particularly the comprehensive center es-
12 tablished under section 207 that serves such re-
13 gion.

14 “(6) OBJECTIVES AND INDICATORS.—Before
15 entering into a contract under this section, the Eval-
16 uation and Evidence Use Commissioner shall design
17 specific objectives and measurable indicators to be
18 used to assess the particular programs or initiatives,
19 and ongoing progress and performance, of the re-
20 gional educational laboratories, in order to ensure
21 that—

22 “(A) the educational needs of the region
23 are being met; and

1 “(B) the latest and best research and prov-
2 en practices are being carried out as part of
3 school improvement efforts.

4 “(7) CONTRACT CYCLE.—The Evaluation and
5 Evidence Use Commissioner, in consultation with
6 the Secretary or designated official who oversees the
7 comprehensive center program authorized under title
8 II, shall, to the greatest extent practicable, ensure
9 that the duration of contracts for regional edu-
10 cational laboratories under this subsection is con-
11 sistent with the duration of grants, contracts, or co-
12 operative agreements awarded by the Secretary or
13 such designated official under the comprehensive
14 center program, subject to paragraph (1)(B).

15 “(b) ELIGIBLE ENTITIES.—

16 “(1) IN GENERAL.—The Evaluation and Evi-
17 dence Use Commissioner may enter into contracts
18 under this section with research organizations, insti-
19 tutions, agencies, institutions of higher education, or
20 partnerships among such entities, or individuals,
21 with the demonstrated ability or capacity to carry
22 out the activities described in this section.

23 “(2) OUTREACH.—In conducting competitions
24 for any contract under this section, the Director
25 shall—

1 “(A) actively encourage eligible entities to
2 compete for such award by making information
3 and technical assistance relating to the competi-
4 tion widely available; and

5 “(B) seek input from the chief executive
6 officers of States, chief State school officers,
7 educators, and parents regarding—

8 “(i) the need for applied research, de-
9 velopment, innovation responsive to the
10 challenges facing students and practi-
11 tioners, research-practice partnerships (as
12 defined in section 133(e)(2)), training,
13 coaching, evidence use activities, and other
14 activities to serve the educational needs of
15 the geographic regions of the regional edu-
16 cational laboratory; and

17 “(ii) how those educational needs
18 could be addressed most effectively.

19 “(3) REQUIREMENTS.—In determining whether
20 to award a contract under this section to an eligible
21 entity, the Evaluation and Evidence Use Commis-
22 sioner shall ensure that an eligible entity has a his-
23 tory of effectiveness in carrying out applied research,
24 development, and evidence use activities, including
25 by considering the results of any completed evalua-

1 tion required under this part or title II if such entity
2 previously received a grant, contract, or cooperative
3 agreement under such part or title.

4 “(c) APPLICATIONS.—

5 “(1) SUBMISSION.—Each eligible entity desiring
6 a contract under this section shall submit an appli-
7 cation at such time, in such manner, and containing
8 such information as the Evaluation and Evidence
9 Use Commissioner may reasonably require.

10 “(2) PLAN.—Each application submitted under
11 paragraph (1) shall contain—

12 “(A) a 5-year plan for carrying out the ac-
13 tivities described in this section in a manner
14 that addresses—

15 “(i) the priorities established under
16 section 205;

17 “(ii) the needs of all States (and to
18 the extent practicable, of local educational
19 agencies) within the region to be served by
20 the regional educational laboratory, on an
21 ongoing basis; and

22 “(iii) how the eligible entity will sup-
23 port the development and operation of one
24 or more high-quality research-practice
25 partnerships (as defined in section

1 133(e)(2)) to serve the applicable geo-
2 graphic region that will be self-sustaining
3 by the end of the eligible entity’s contract
4 under this section; and

5 “(B) an assurance that the eligible entity
6 will regularly update the plan under subpara-
7 graph (A) during the period of the grant.

8 “(3) STANDARDS.—

9 “(A) IN GENERAL.—The Evaluation and
10 Evidence Use Commissioner shall establish a
11 system for technical review to ensure that ap-
12 plied research activities, evidence-based reports,
13 and products of the regional educational labora-
14 tories are consistent with—

15 “(i) the high-quality research stand-
16 ards developed and maintained by such
17 Commissioner, which shall require peer re-
18 view for resources developed by the re-
19 gional educational laboratory before such
20 resources are made available in public, re-
21 stricted-use, and easily accessible formats,
22 in accordance with subparagraph (B); and

23 “(ii) the evaluation standards adhered
24 to under section 154(a)(2)(A).

1 “(B) ACCESS.—In developing and main-
2 taining standards under this paragraph, the
3 Evaluation and Evidence Use Commissioner
4 shall ensure that research or data resulting
5 from regional educational laboratories shall be
6 made available in public, restricted-use, and
7 easily accessible formats for further analyses,
8 reproducibility studies, and replication of re-
9 search, as long as any reported information
10 does not reveal personally identifiable informa-
11 tion.

12 “(d) ACTIVITIES.—Each regional educational labora-
13 tory awarded a contract under this section shall support
14 applied research, development, and evidence use activities
15 by—

16 “(1) developing a plan for identifying and serv-
17 ing the needs of the geographic region, in consulta-
18 tion with the corresponding comprehensive center
19 that serves such region, by conducting a continuing
20 survey of the educational needs, strengths, and
21 weaknesses within the region, including a process of
22 open hearings to solicit the views of schools, teach-
23 ers, principals, other school leaders, administrators,
24 paraprofessionals, other staff, parents, librarians,

1 local educational agencies, and State educational
2 agencies within the region;

3 “(2)(A) carrying out applied research projects
4 (including data analysis or evaluation) that are de-
5 signed to serve the particular educational needs of
6 the geographic region and that result in actionable
7 information; or

8 “(B) supporting teams of researchers, practi-
9 tioners, education system leaders, and policymakers,
10 as applicable, in carrying out field-initiated research;

11 “(3) assisting in solving site-specific problems
12 and in development activities;

13 “(4) identifying, in a manner that is responsive
14 to the challenges facing students and practitioners,
15 exemplary and promising practices, supporting re-
16 search and evaluation of such practices, and piloting
17 or scaling relevant evidence-based practices;

18 “(5) assisting in gathering information on—

19 “(A) school finance systems to promote im-
20 proved access to educational opportunities and
21 to better serve all public school students; and

22 “(B) alternative administrative structures
23 that are more conducive to planning, imple-
24 menting, and sustaining school improvement

1 and improved educational outcomes, particu-
2 larly student academic achievement;

3 “(6) providing training or professional learning
4 (which may include supporting internships and fel-
5 lowships and providing stipends) to practitioners,
6 education system leaders, State educational agencies,
7 local educational agencies, Bureau-funded school
8 boards, and State boards of education, regarding
9 evidence use and resources developed by the What
10 Works Clearinghouse established under section 155;
11 and

12 “(7) developing and widely disseminating, in
13 formats that are high quality, easily accessible, un-
14 derstandable, and actionable, scientifically valid re-
15 search, information, reports, and publications, to—

16 “(A) student, parents, practitioners, edu-
17 cation system leaders, and policymakers, as ap-
18 propriate, within the region in which the re-
19 gional educational laboratory is located; and

20 “(B) the Evaluation and Evidence Use
21 Center.

22 “(e) REQUIREMENTS.—In carrying out the activities
23 described in subsection (d), each regional educational lab-
24 oratory awarded a contract under this section shall—

1 “(1) collaborate with the National Education
2 Centers in order to—

3 “(A) maximize the use of research con-
4 ducted through the National Education Centers
5 in the work of such laboratory;

6 “(B) keep the National Education Centers
7 apprised of the work of the regional educational
8 laboratory in the field; and

9 “(C) inform the National Education Cen-
10 ters about additional research needs identified
11 in the field;

12 “(2) collaborate with the corresponding com-
13 prehensive center serving the same geographic re-
14 gion in order to minimize duplication and increase
15 client satisfaction, as required under section 204;

16 “(3) support the development and operation of
17 one or more high-quality research-practice partner-
18 ships (as such term is defined in section 133(e)(2))
19 to serve the applicable geographic region that are
20 self-sustaining at the end of such laboratory’s con-
21 tract period; and

22 “(4)(A) identify successful educational pro-
23 grams that have been developed by such laboratory
24 in carrying out such laboratory’s functions or that

1 have been developed or used by others within the re-
2 gion served by the laboratory; and

3 “(B) make such information available to the
4 Secretary and the network of regional educational
5 laboratories so that such programs may be evalu-
6 ated, replicated, or scaled.

7 “(f) EVALUATIONS.—The Evaluation and Evidence
8 Use Commissioner shall—

9 “(1) provide for independent evaluations of
10 each of the regional educational laboratories in car-
11 rying out the duties described in this section in the
12 third year that such laboratory receives assistance
13 under this section, in accordance with the standards
14 developed by the Evaluation and Evidence Use Com-
15 missioner; and

16 “(2) transmit the results of such evaluations to
17 the corresponding regional governing board estab-
18 lished under section 206, the relevant committees of
19 Congress, and the Board.

20 “(g) RULE OF CONSTRUCTION.—No regional edu-
21 cational laboratory receiving assistance under this section
22 shall, by reason of the receipt of that assistance, be ineli-
23 gible to receive any other assistance from the Department
24 as authorized by law or be prohibited from engaging in
25 activities involving international projects or endeavors.

1 “(h) ADVANCE PAYMENT SYSTEM.—Each regional
2 educational laboratory awarded a contract under this sec-
3 tion shall participate in the advance payment system at
4 the Department.

5 “(i) ADDITIONAL PROJECTS.—In addition to activi-
6 ties authorized under this section, the Director is author-
7 ized to enter into contracts or agreements with a regional
8 educational laboratory for the purpose of carrying out ad-
9 ditional projects to enable such regional educational lab-
10 oratory to assist in efforts to achieve State education goals
11 and for other purposes.

12 “(j) ANNUAL REPORT AND PLAN.—Not later than
13 July 1 of each year, each regional educational laboratory
14 awarded a contract under this section shall submit to the
15 Evaluation and Evidence Use Commissioner—

16 “(1) a plan covering the succeeding fiscal year,
17 in which such laboratory’s mission, activities, and
18 scope of work are described, including a general de-
19 scription of the plans such laboratory expects to sub-
20 mit in the remaining years of such laboratory’s con-
21 tract; and

22 “(2) a report of how well such laboratory is
23 meeting the needs of the region, including—

24 “(A) a summary of activities during the
25 preceding year;

1 “(B) a list of entities served;

2 “(C) a list of the products of the regional
3 educational laboratory; and

4 “(D) any other information that the re-
5 gional educational laboratory may consider rel-
6 evant or the Evaluation and Evidence Use
7 Commissioner may require.

8 “(k) EXEMPTION FOR REGIONAL EDUCATIONAL
9 LABORATORIES FROM THE PAPERWORK REDUCTION
10 ACT.—Subchapter I of chapter 35 of title 44, United
11 States Code, shall not apply to the voluntary collection of
12 information during the conduct of research by regional
13 educational laboratories.”.

14 **PART E—NATIONAL CENTER FOR SPECIAL**
15 **EDUCATION RESEARCH**

16 **SEC. 161. ESTABLISHMENT.**

17 Section 161 (20 U.S.C. 9567), as redesignated by
18 section 102, is amended—

19 (1) in subsection (b)—

20 (A) in paragraph (1)—

21 (i) by inserting “sustained” before
22 “research”; and

23 (ii) by striking “infants” and all that
24 follows through “disabilities” and inserting
25 “infants and toddlers with disabilities, chil-

1 dren with disabilities, and youth with dis-
2 abilities, particularly in each subgroup of
3 students.”;

4 (B) in paragraph (2), by striking “; and”
5 and inserting “and to increase the identification
6 and development of evidence-based practices or
7 policies related to special education;”;

8 (C) in paragraph (3)—

9 (i) by striking “National Center for
10 Education Evaluation and Regional Assist-
11 ance” and inserting “National Center for
12 Education Evaluation and Evidence Use”;
13 and

14 (ii) by striking the period and insert-
15 ing “; and”; and

16 (D) by adding at the end the following:

17 “(4) to improve evidence use by practitioners,
18 education system leaders, and policymakers to effec-
19 tively support infants and toddlers with disabilities,
20 children with disabilities, and youth with disabili-
21 ties.”; and

22 (2) by striking subsection (c).

1 **SEC. 162. COMMISSIONER FOR SPECIAL EDUCATION RE-**
2 **SEARCH.**

3 Section 162 (20 U.S.C. 9567a), as redesignated by
4 section 102, is amended—

5 (1) by inserting “scientifically valid” before “re-
6 search,”; and

7 (2) by striking “children with disabilities” and
8 inserting “infants and toddlers with disabilities, chil-
9 dren with disabilities, and youth with disabilities”.

10 **SEC. 163. DUTIES.**

11 Section 163 (29 U.S.C. 9567b), as redesignated by
12 section 102, is amended—

13 (1) by redesignating subsection (f) as sub-
14 section (g);

15 (2) by striking subsections (a) through (e) and
16 inserting the following:

17 “(a) GENERAL DUTIES.—The Special Education Re-
18 search Commissioner shall—

19 “(1) maintain published peer-review standards
20 and standards for the conduct and evaluation of all
21 research and development carried out under the aus-
22 pices of the Special Education Research Center,
23 aligned with the principles of scientifically valid re-
24 search, in accordance with this part;

25 “(2) propose to the Director a special education
26 research plan in accordance with subsection (b), and

1 implement the research plan approved as part of the
2 Institute’s plan under section 115A; and

3 “(3) carry out research activities under this
4 part consistent with the priorities and mission of the
5 Institute and the mission of the Special Education
6 Research Center described in section 161(b), and
7 that are approved by the Director, such as activities
8 that—

9 “(A) improve services provided under the
10 Individuals with Disabilities Education Act in
11 order to improve—

12 “(i) student outcomes, including aca-
13 demic achievement, functional outcomes,
14 and educational results for children with
15 disabilities and youth with disabilities; and

16 “(ii) developmental outcomes for in-
17 fants and toddlers with disabilities;

18 “(B) identify and support the development
19 of evidence-based services, strategies, interven-
20 tions, or policies, including multi-tier systems of
21 supports and positive behavioral interventions
22 and supports, that—

23 “(i) support learning and improve stu-
24 dent outcomes, including academic achieve-
25 ment, functional outcomes, and educational

1 results for all children with disabilities and
2 youth with disabilities;

3 “(ii) promote participation and
4 progress in the general education cur-
5 riculum and general education settings;
6 and

7 “(iii) improve reading, literacy, math-
8 ematics, and science skills of children with
9 disabilities and youth with disabilities;

10 “(C) ensure that research conducted under
11 the direction of the Special Education Research
12 Center—

13 “(i) supports the collaborative identi-
14 fication and development of research ques-
15 tions, designs, measurements, and methods
16 among researchers, students, families,
17 practitioners, education system leaders,
18 and policymakers;

19 “(ii) improves evidence use by practi-
20 tioners, education system leaders, and pol-
21 icymakers;

22 “(iii) is relevant to improving edu-
23 cation practice and policy; and

24 “(iv) informs decisionmaking by edu-
25 cation system leaders and policymakers;

1 “(D) examine the needs of infants and tod-
2 dlers with disabilities, including factors that
3 may result in developmental delays;

4 “(E) improve the alignment, compatibility,
5 and development of valid and reliable assess-
6 ments, including alternate assessments, as re-
7 quired by section 1111(b)(2) of the Elementary
8 and Secondary Education Act of 1965;

9 “(F) examine challenging State academic
10 standards and alternate assessments for stu-
11 dents with the most significant cognitive dis-
12 abilities in terms of academic achievement, indi-
13 vidualized instructional need, appropriate edu-
14 cation settings, and improved educational out-
15 comes;

16 “(G) examine the educational, develop-
17 mental, and transitional needs of children with
18 high-incidence and low-incidence disabilities;

19 “(H) examine the extent to which over-
20 identification and underidentification of infants
21 and toddlers with disabilities, children with dis-
22 abilities, and youth with disabilities occurs, and
23 the causes thereof;

24 “(I) examine and improve secondary and
25 postsecondary education, transitional, and em-

1 ployment outcomes and results for children with
2 disabilities and youth with disabilities, including
3 such individuals' access to or completion of—

4 “(i) a regular high school diploma;

5 “(ii) career and technical education;

6 “(iii) postsecondary education; and

7 “(iv) vocational rehabilitation and
8 competitive integrated employment;

9 “(J) examine methods of early intervention
10 for infants and toddlers with disabilities and
11 children with disabilities, including children
12 with multiple or complex developmental delays;

13 “(K) examine and incorporate principles of
14 universal design for learning in the development
15 of standards, assessments, curricula, and in-
16 structional methods to improve educational and
17 transitional results for children with disabilities
18 and youth with disabilities;

19 “(L)(i) improve the preparation of per-
20 sonnel, including early intervention personnel,
21 who provide educational and related services to
22 infants or toddlers with disabilities, children
23 with disabilities, or youth with disabilities, in-
24 cluding methods to support evidence use among
25 such personnel and increase the academic

1 achievement and functional performance of such
2 infants, toddlers, children, or youth; and

3 “(ii) examine the requirements related to
4 the professional qualifications of such personnel
5 in regard to sections 612(a)(14) and 635(a)(9)
6 of the Individuals with Disabilities Education
7 Act;

8 “(M) examine the excess costs of educating
9 a child with a disability and expenses associated
10 with high-cost special education and related
11 services;

12 “(N) help parents improve educational and
13 transitional results for infants and toddlers
14 with disabilities, children with disabilities, and
15 youth with disabilities;

16 “(O) examine the unique needs of infants
17 and toddlers with disabilities, children with dis-
18 abilities, and youth with disabilities, including
19 who also—

20 “(i) are English learners or gifted and
21 talented;

22 “(ii) reside in rural communities; or

23 “(iii) have the most significant cog-
24 nitive disabilities; and

1 “(P) examine existing and emerging assist-
2 ive, adaptive, accessible, and instructional tech-
3 nologies, including—

4 “(i) online delivery of services;

5 “(ii) use of such technologies in gen-
6 eral education settings;

7 “(iii) factors that support or limit the
8 use of such technologies; and

9 “(iv) the impact of such technologies
10 on infants or toddlers with disabilities,
11 children with disabilities, or youth with
12 disabilities.

13 “(b) SPECIAL EDUCATION RESEARCH PLAN.—Not
14 later than 60 days after the date on which the Board ap-
15 proves the priorities under section 115, the Special Edu-
16 cation Research Commissioner shall develop, in collabora-
17 tion with the Assistant Secretary for Special Education
18 and Rehabilitative Services, and submit a special edu-
19 cation research plan to the Director that—

20 “(1) is consistent with the priorities and mis-
21 sion of the Institute and the mission of the Special
22 Education Research Center;

23 “(2) is consistent with the purposes of the Indi-
24 viduals with Disabilities Education Act;

1 “(3) contains an appropriate balance across all
2 age ranges and by disability category under the Indi-
3 viduals with Disabilities Education Act, as appro-
4 priate;

5 “(4) provides for research that is objective and
6 uses measurable indicators, including timelines, to
7 assess its progress and results;

8 “(5) meets the procedures for peer review es-
9 tablished by the Director under section 114(f)(5)
10 and the standards of research described in section
11 134;

12 “(6) is coordinated with the comprehensive plan
13 developed under section 681 of the Individuals with
14 Disabilities Education Act; and

15 “(7) specifies how the Special Education Re-
16 search Center will carry out research activities de-
17 scribed in subsection (a)(3).

18 “(c) GRANTS, CONTRACTS, AND COOPERATIVE
19 AGREEMENTS.—

20 “(1) IN GENERAL.—In carrying out the duties
21 under this section, the Special Education Research
22 Commissioner may award grants to, or enter into
23 contracts or cooperative agreements with, eligible ap-
24 plicants.

1 “(2) GRANT CYCLE.—The requirements de-
2 scribed in section 133(d) shall apply to the Special
3 Education Research Commissioner in the same man-
4 ner as such requirements apply to the Research
5 Commissioner.

6 “(3) ELIGIBLE APPLICANTS.—Contracts,
7 grants, or cooperative agreements for activities
8 under this subsection shall be awarded only to appli-
9 cants with the ability and capacity to conduct sci-
10 entifically valid research.

11 “(4) APPLICATIONS.—An eligible applicant that
12 wishes to receive a grant, or enter into a contract or
13 cooperative agreement, under this subsection shall
14 submit an application to the Director at such time,
15 in such manner, and containing such information as
16 the Director may require.

17 “(d) RESEARCH-PRACTICE PARTNERSHIPS.—In car-
18 rying out the duties under subsection (a), the Special Edu-
19 cation Research Commissioner may award grants to, or
20 enter into contracts or cooperative agreements with, eligi-
21 ble entities to carry out research-practice partnerships in
22 the same manner, and subject to the same definitions,
23 terms, and conditions, as research-practice partnerships
24 supported under section 133(e).

1 “(e) DISSEMINATION.—The Special Education Re-
2 search Commissioner shall—

3 “(1) synthesize and disseminate the findings
4 and results of special education research conducted
5 or supported by the Special Education Research
6 Center through—

7 “(A) the National Center for Education
8 Evaluation and Evidence Use;

9 “(B) activities funded under section 663 of
10 the Individuals with Disabilities Education Act;

11 “(C) parent training and information cen-
12 ters supported under section 671 of such Act;
13 and

14 “(D) activities funded under section 673 of
15 such Act; and

16 “(2) assist the Director in the preparation of
17 the biennial report described in section 119.”; and

18 (3) in subsection (g), as redesignated by para-
19 graph (1), by striking “fiscal years 2005 through
20 2010” and inserting “fiscal years 2024 through
21 2029”.

22 **SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**
23 **RESEARCH.**

24 Part E of title I (20 U.S.C. 9567 et seq.) is amended
25 by adding at the end the following:

1 **“SEC. 164. STANDARDS FOR CONDUCT AND EVALUATION OF**
2 **RESEARCH.**

3 “(a) STANDARDS.—The Special Education Research
4 Commissioner shall ensure that activities assisted under
5 this section—

6 “(1) conform to high standards of quality, in-
7 tegrity, accuracy, validity, and reliability;

8 “(2) are carried out in accordance with—

9 “(A) the standards for the conduct and
10 evaluation of all research and development es-
11 tablished by the National Center for Education
12 Research; and

13 “(B) any additional standards established
14 by the Special Education Research Commis-
15 sioner; and

16 “(3) are objective, secular, neutral, and non-
17 ideological, and are free of partisan political influ-
18 ence, and racial, cultural, gender, regional, or dis-
19 ability bias.

20 “(b) APPLICABILITY OF EDUCATION SCIENCES RE-
21 FORM ACT OF 2002.—Parts A and F, and the standards
22 for peer review of applications and for the conduct and
23 evaluation of research under sections 133(a)(1) and 134,
24 shall apply to the Secretary, the Director, and the Special
25 Education Research Commissioner in carrying out this
26 part.”.

1 **PART F—GENERAL PROVISIONS**

2 **SEC. 171. REPEALS AND REDESIGNATION.**

3 Part F of title I (20 U.S.C. 9571 et seq.) is amend-
4 ed—

5 (1) by striking sections 179 and 183 (as such
6 sections were redesignated by section 102); and

7 (2) by redesignating sections 180, 181, 182,
8 and 184 (as so redesignated) as sections 179, 180,
9 181, and 182, respectively.

10 **SEC. 172. INTERAGENCY DATA SOURCES AND FORMATS.**

11 Section 171 (20 U.S.C. 9571), as redesignated by
12 section 102, is amended—

13 (1) by striking “The Secretary,” and inserting
14 the following:

15 “(a) IN GENERAL.—The Secretary,”; and

16 (2) by adding at the end the following:

17 “(b) SECURE PUBLIC ACCESS.—

18 “(1) IN GENERAL.—Consistent with Federal
19 law for privacy, intellectual property, and security,
20 and the principles of scientifically valid research, the
21 Director shall, subject to section 172, facilitate for
22 the public access to research products, including
23 data, software, and code supported by funds under
24 this title.

25 “(2) DATA MANAGEMENT PLANS.—The Direc-
26 tor shall require that proposals for funding for re-

1 search supported under this title, to the extent ap-
2 propriate, include a machine-readable data manage-
3 ment plan that includes a description of how the re-
4 cipient of the funding will archive and preserve ac-
5 cess to data, software, and code developed as part of
6 the proposed project.

7 “(3) REQUIREMENTS.—In carrying out the re-
8 quirements under this subsection, the Director
9 shall—

10 “(A) provide necessary resources, including
11 trainings and workshops, to educate researchers
12 and students on how to develop and review
13 high-quality data management plans; and

14 “(B) ensure staff and peer review panels of
15 the Institute are equipped with the resources
16 and training necessary to review the quality of
17 data management plans in competitions for
18 grants, contracts, and cooperative agreements
19 under this title, as applicable.”.

20 **SEC. 173. PROHIBITIONS.**

21 Section 172 (20 U.S.C. 9572), as redesignated by
22 section 102, is amended—

23 (1) in subsection (a), by striking “individually”
24 and inserting “personally”; and

25 (2) in subsection (d)(2)—

1 (A) by striking “section 153(a)(6)” and in-
2 serting “section 143(a)(7)”; and

3 (B) by striking “nations” and inserting
4 “countries”.

5 **SEC. 174. CONFIDENTIALITY.**

6 Section 173 (20 U.S.C. 9573), as redesignated by
7 section 102, is amended—

8 (1) in subsection (a), by striking “subsection
9 (c)” and inserting “subsection (d)”;

10 (2) in subsection (b)—

11 (A) by striking “individually” and insert-
12 ing “personally”;

13 (B) by striking “subsection (c)” and in-
14 serting “subsection (d)”;

15 (C) by striking “their families, and infor-
16 mation with respect to individual schools” and
17 inserting “and their families”;

18 (3) by redesignating subsections (c) through (e)
19 as subsections (d) through (f), respectively;

20 (4) by inserting after subsection (b) the fol-
21 lowing:

22 “(c) INSTITUTION-LEVEL DATA.—The Director shall
23 ensure that any authorized disclosed information with re-
24 spect to an early childhood education program, elementary
25 school, secondary school, local educational agency, or insti-

1 tution of higher education shall not include personally
2 identifiable information.”;

3 (5) in subsection (d)(2)(A), as redesignated by
4 paragraph (3), by striking “individually” and insert-
5 ing “personally”; and

6 (6) in subsection (e), as redesignated by para-
7 graph (3)—

8 (A) by striking “individually identifiable
9 information” each place the term appears and
10 inserting “personally identifiable information”;
11 and

12 (B) in paragraph (1)(B), by striking “Indi-
13 vidualy identifiable information” and inserting
14 “Personally identifiable information”.

15 **SEC. 175. AVAILABILITY OF DATA.**

16 Section 174 (20 U.S.C. 9574), as redesignated by
17 section 102, is amended—

18 (1) by striking “section 183” and inserting
19 “section 173”; and

20 (2) by striking “use of the Internet” and insert-
21 ing “through electronic means, such as posting in an
22 easily accessible manner on the website of the Insti-
23 tute”.

1 **SEC. 176. PERFORMANCE MANAGEMENT.**

2 Section 175 (20 U.S.C. 9575), as redesignated by
3 section 102, is amended to read as follows:

4 **“SEC. 175. PERFORMANCE MANAGEMENT.**

5 “The Director shall establish a system for managing
6 the performance of all activities authorized under this title
7 to ensure the effective use of Federal funds and that such
8 activities meet the Institute’s mission, by—

9 “(1) developing and utilizing measurable per-
10 formance indicators, including reasonable timelines,
11 to evaluate and improve the effectiveness of such ac-
12 tivities and to inform applicable competitions for
13 grants, contracts, or cooperative agreements under
14 this title;

15 “(2) ensuring information, statistics, products,
16 and publications of the Institute are prepared in a
17 timely manner and are widely disseminated to prac-
18 titioners, education system leaders, and policymakers
19 in formats that are high-quality, easily accessible,
20 understandable, and actionable;

21 “(3) utilizing the most modern technology and
22 other methods available, including arrangements to
23 use data collected electronically by public agencies
24 across early childhood education through postsec-
25 ondary study to ensure the efficient and least bur-

1 dense collection and timely distribution of infor-
2 mation, including data and reports;

3 “(4) promoting engagement with, wide dissemi-
4 nation of, and evidence use of all information, prod-
5 ucts, and publications of the Institute in a manner
6 that is responsive to the educational challenges fac-
7 ing students, families, practitioners, and education
8 system leaders;

9 “(5) continuously improving management strat-
10 egies and practices; and

11 “(6) making information available to the public
12 in an expeditious fashion.”.

13 **SEC. 177. VACANCIES.**

14 Section 177 (20 U.S.C. 9577), as redesignated by
15 section 102, is amended—

16 (1) by striking the first sentence; and

17 (2) by striking “section 188” and inserting
18 “section 178”.

19 **SEC. 178. SCIENTIFIC OR TECHNICAL EMPLOYEES.**

20 Section 178 (20 U.S.C. 9578), as redesignated by
21 section 102, is amended—

22 (1) in the matter preceding paragraph (1) of
23 subsection (a), by inserting “, including experts in
24 privacy, security of personally identifiable informa-
25 tion, and cybersecurity,” before “to carry out”; and

1 (2) by adding at the end the following:

2 “(c) ROTATORS.—The Director may, under the au-
3 thority provided by subsection (a), appoint for a limited
4 term, or on a temporary basis, practitioners, researchers,
5 and other technical and professional personnel on leave of
6 absence from academic, industrial, or research institutions
7 to work for the Institute, which may include such per-
8 sonnel affiliated with minority-serving institutions.”.

9 **SEC. 179. AUTHORIZATION OF APPROPRIATIONS.**

10 Section 182 (20 U.S.C. 9584), as redesignated by
11 section 171, is amended—

12 (1) in subsection (a)—

13 (A) in the matter preceding paragraph (1),
14 by striking “(except section 174) \$400,000,000
15 for fiscal year 2003 and such sums as may be
16 necessary for each of the 5 succeeding fiscal
17 years, of which” and inserting “(except section
18 157) such sums as may be necessary for fiscal
19 year 2024 and each of the 5 succeeding fiscal
20 years, of which, for each fiscal year”;

21 (B) in paragraph (1)—

22 (i) by striking “(as such Center” and
23 all that follows through “2002” and insert-
24 ing “for fiscal year 2023”; and

1 (ii) by striking “, as authorized under
2 part C”; and

3 (C) in paragraph (2), by striking
4 “\$1,000,000” and inserting “\$2,000,000”;

5 (2) by redesignating subsections (b) and (c) as
6 subsections (c) and (d), respectively;

7 (3) by inserting after subsection (a) the fol-
8 lowing:

9 “(b) PROGRAM ADMINISTRATION.—There are au-
10 thorized to be appropriated to carry out this title, for sala-
11 ries and related expenses for the Director, each of the
12 Commissioners, and employees described in section 178,
13 such sums as may be necessary for fiscal year 2024 and
14 each of the 5 succeeding fiscal years.”;

15 (4) in subsection (c), as redesignated by para-
16 graph (2)—

17 (A) in the first sentence, by striking “sec-
18 tion 174 \$100,000,000 for fiscal year 2003”
19 and inserting “section 157 such sums as may
20 be necessary for fiscal year 2024”; and

21 (B) by striking the second sentence; and

22 (5) in subsection (d), as redesignated by para-
23 graph (2)—

24 (A) by inserting “for a fiscal year” after
25 “this section”; and

1 (B) by striking “until expended” and in-
2 serting “for the 2 succeeding fiscal years”.

3 **SEC. 180. CONFORMING AMENDMENTS.**

4 (a) GENERAL EDUCATION PROVISIONS ACT.—Sec-
5 tion 447(b) of the General Education Provisions Act (20
6 U.S.C. 1232j(b)) is amended by striking “section
7 153(a)(6)” and inserting “section 143(a)(7)”.

8 (b) ELEMENTARY AND SECONDARY EDUCATION ACT
9 OF 1965.—The Elementary and Secondary Education Act
10 of 1965 (20 U.S.C. 6301 et seq.) is amended—

11 (1) in section 2244(b)(5), by striking “section
12 174” and inserting “section 157”;

13 (2) in section 8101—

14 (A) in paragraph (23)—

15 (i) in subparagraph (A)(i), by striking
16 “section 153” and inserting “section 143”;

17 and

18 (ii) in subparagraph (D)(i), by strik-
19 ing “section 153” and inserting “section
20 143”; and

21 (B) in paragraph (25)—

22 (i) in subparagraph (A)(i), by striking
23 “section 153” and inserting “section 143”;

24 and

1 (ii) in subparagraph (D)(i), by strik-
 2 ing “section 153” and inserting “section
 3 143”; and

4 (3) in section 8529(b), by striking “section
 5 153(a)(6)” and inserting “section 143(a)(7)”.

6 (c) INDIVIDUALS WITH DISABILITIES EDUCATION
 7 ACT.—The Individuals with Disabilities Education Act
 8 (20 U.S.C. 1400 et seq.) is amended—

9 (1) in section 673(c), by striking “section 174”
 10 and inserting “section 157”; and

11 (2) in section 681(a)(1), by striking “section
 12 178(c)” and inserting “section 163(b)”.

13 **TITLE II—EDUCATIONAL**
 14 **TECHNICAL ASSISTANCE**

15 **SEC. 201. EDUCATIONAL TECHNICAL ASSISTANCE.**

16 (a) IN GENERAL.—The Educational Technical As-
 17 sistance Act of 2002 (20 U.S.C. 9601 et seq.) is amended
 18 to read as follows:

19 **“TITLE II—EDUCATIONAL**
 20 **TECHNICAL ASSISTANCE**

21 **“SEC. 201. SHORT TITLE.**

22 “This title may be cited as the ‘Educational Tech-
 23 nical Assistance Act of 2002’.

24 **“SEC. 202. DEFINITIONS.**

25 “In this title:

1 “(1) ESEA TERMS.—The terms ‘child with a
2 disability’, ‘English learner’, ‘Secretary’, and ‘school
3 leader’ have the meanings given those terms in sec-
4 tion 8101 of the Elementary and Secondary Edu-
5 cation Act of 1965.

6 “(2) ESRA TERMS.—The terms ‘Bureau-fund-
7 ed school’, ‘evidence-based’, ‘evidence use’, ‘geo-
8 graphic region’, ‘institution of higher education’, ‘re-
9 gional educational laboratory’, and ‘subgroup of stu-
10 dents’ have the meanings given those terms in sec-
11 tion 102.

12 “(3) COMPREHENSIVE CENTER.—

13 “(A) IN GENERAL.—The term ‘comprehen-
14 sive center’ means a technical assistance center
15 authorized under section 207.

16 “(B) NATIONAL COMPREHENSIVE CEN-
17 TER.—The term ‘national comprehensive cen-
18 ter’ means a comprehensive center established
19 or supported through an award under section
20 207(a)(2)(A) to support regional comprehensive
21 centers by scaling effective technical assistance,
22 minimizing duplication, and addressing common
23 implementation challenges faced by States and
24 emerging national education issues.

1 “(C) REGIONAL COMPREHENSIVE CEN-
2 TER.—The term ‘regional comprehensive center’
3 means a comprehensive center established or
4 supported through an award under section
5 207(a)(2)(B) that serves 1 geographic region.

6 “(4) FOCUS CENTER.—The term ‘focus center’
7 means a technical assistance center authorized under
8 section 208.

9 **“SEC. 203. COORDINATION OF TECHNICAL ASSISTANCE.**

10 “(a) PURPOSE.—It is the purpose of this section to
11 improve educational opportunities and outcomes, particu-
12 larly academic achievement, for all students, particularly
13 for each subgroup of students, through the coordination
14 of technical assistance to support the effective implemen-
15 tation of—

16 “(1) the Elementary and Secondary Education
17 Act of 1965;

18 “(2) the Individuals with Disabilities Education
19 Act;

20 “(3) the Carl D. Perkins Career and Technical
21 Education Act of 2006;

22 “(4) the Higher Education Act of 1965;

23 “(5) section 444 of the General Education Pro-
24 visions Act (commonly known as the “Family Edu-
25 cational Rights and Privacy Act of 1974”); and

1 “(6) other relevant Federal education laws.

2 “(b) ACTIVITIES.—In meeting the purpose of sub-
3 section (a), the Secretary shall—

4 “(1) provide technical assistance to practi-
5 tioners, education system leaders, elementary and
6 secondary schools, local educational agencies, State
7 educational agencies, institutions of higher edu-
8 cation, families, local boards and State boards (as
9 defined under section 3 of the Workforce Innovation
10 and Opportunity Act), and other appropriate agen-
11 cies, to support effective implementation of the laws
12 described in subsection (a);

13 “(2) encourage evidence use and support the
14 implementation of evidence-based practices to im-
15 prove educational outcomes, particularly academic
16 achievement, for all students, and particularly for
17 each subgroup of students; and

18 “(3) align technical assistance efforts across the
19 Department of Education to minimize duplication of
20 technical assistance and increase client satisfaction
21 in a manner that—

22 “(A) promotes high-quality, actionable,
23 timely, and easily accessible information; and

1 “(B) is responsive to the educational chal-
2 lenges facing students, families, practitioners,
3 and education system leaders.

4 “(c) CONTENT.—The technical assistance provided
5 under this section may include—

6 “(1) an evaluation of the implementation of
7 Federal programs at the local or State level, or
8 building local or State capacity to carry out such an
9 evaluation; and

10 “(2) improving or streamlining data collections,
11 and increasing the capacity of agencies to analyze
12 and communicate such data and carry out evidence
13 use to support practitioners and education system
14 leaders in evidence-based decisionmaking.

15 **“SEC. 204. COORDINATION BETWEEN COMPREHENSIVE**
16 **CENTERS AND REGIONAL EDUCATIONAL LAB-**
17 **ORATORIES.**

18 “(a) IN GENERAL.—The Secretary, in consultation
19 with the Commissioner for Education Evaluation and Evi-
20 dence Use described in section 152, shall ensure that re-
21 gional comprehensive centers and regional educational lab-
22 oratories that serve the same geographic regions are effec-
23 tively coordinated to minimize duplication and increase cli-
24 ent satisfaction.

1 “(b) LOCAL COORDINATION.—Each regional com-
2 prehensive center and regional educational laboratory that
3 serve the same geographic region, to the greatest extent
4 practicable, shall—

5 “(1) carry out local needs assessments and re-
6 lated input gathering in a coordinated manner;

7 “(2) be familiar with each other’s work plan
8 and areas of expertise, and with other federally
9 funded technical assistance centers;

10 “(3) be responsive, in a timely and effective
11 manner, to the State educational agencies, local edu-
12 cational agencies, and, if applicable, Bureau-funded
13 schools located in such geographic region, which may
14 include referring such an agency to a more appro-
15 priate federally funded technical assistance center;

16 “(4) develop and maintain a shared regional
17 governing board, in accordance with the require-
18 ments of section 206(a)(1); and

19 “(5) identify challenges facing students and
20 practitioners in the region so as to inform the work
21 of focus centers authorized under section 208.

22 “(c) CONTRACT CYCLE.—The Secretary, in consulta-
23 tion with the Commissioner for Education Evaluation and
24 Evidence Use, shall, to the greatest extent practicable, en-
25 sure that the duration of grants, contacts, or cooperative

1 agreements awarded for comprehensive centers under this
2 title is consistent with the duration of contracts awarded
3 by such Commissioner for the regional educational labora-
4 tory program.

5 **“SEC. 205. PRIORITIES.**

6 “The Secretary shall establish priorities for the re-
7 gional educational laboratories and comprehensive centers,
8 taking into account input from regional governing boards.

9 **“SEC. 206. GOVERNING BOARDS.**

10 “(a) REGIONAL GOVERNING BOARD.—

11 “(1) ESTABLISHMENT.—

12 “(A) IN GENERAL.—Each regional com-
13 prehensive center and regional educational lab-
14 oratory that serve the same geographic region
15 shall have a shared regional governing board
16 that shall guide and direct the work of such
17 center and such laboratory.

18 “(B) COSTS.—In supporting and maintain-
19 ing the regional governing board required under
20 this paragraph, each regional comprehensive
21 center and regional educational laboratory shall
22 equally divide any costs related to developing,
23 operating, or staffing such board. Such center
24 or laboratory may enter into a contract with
25 each other to carry out such activities.

1 “(2) DUTIES.—Each regional governing board
2 established under paragraph (1) shall advise the rel-
3 evant regional comprehensive center and regional
4 educational laboratory on—

5 “(A) the comprehensive center’s activities
6 described in section 207(f) and the laboratory’s
7 activities to satisfy the terms and conditions of
8 the contract award under section 154;

9 “(B) the regional agenda of such center
10 and such laboratory, in a manner that is re-
11 sponsive to the challenges facing students and
12 practitioners of the region, which may include
13 the identification of exemplary, innovative, and
14 promising practices in the region for additional
15 study;

16 “(C) ensuring the work of the comprehen-
17 sive center and the laboratory is high-quality,
18 actionable, timely, and easily accessible;

19 “(D) identifying challenges facing students
20 and practitioners of the region, which shall in-
21 form the work of focus centers authorized
22 under section 208; and

23 “(E) the implementation of such center’s
24 and such laboratory’s respective duties in a
25 manner that promotes progress toward pro-

1 viding all students, particularly each subgroup
2 of students, access to high-quality educational
3 opportunities and improves educational out-
4 comes, particularly student academic achieve-
5 ment.

6 “(3) COMPOSITION.—

7 “(A) IN GENERAL.—Each regional gov-
8 erning board shall be composed of—

9 “(i) the chief State school officers, or
10 such officers’ designees or other State offi-
11 cials, in each State located in the cor-
12 responding geographic region; and

13 “(ii) not more than 10 other members
14 who are representative of the educational
15 interests in the corresponding geographic
16 region, which may include the following:

17 “(I) Representatives of local edu-
18 cational agencies and educational
19 service agencies, including representa-
20 tives of local educational agencies
21 serving urban and rural areas.

22 “(II) Representatives of institu-
23 tions of higher education.

24 “(III) Parents.

1 “(IV) Practitioners, including
2 classroom teachers, principals, and
3 other school leaders.

4 “(V) Representatives of work-
5 force development.

6 “(VI) Policymakers, expert prac-
7 titioners, and researchers with knowl-
8 edge of, and experience using re-
9 search, development, evaluation, and
10 statistics.

11 “(b) NATIONAL COMPREHENSIVE CENTER GOV-
12 ERNING BOARD.—

13 “(1) IN GENERAL.—The National Comprehen-
14 sive Center shall have a governing board that
15 shall—

16 “(A) guide and direct the work of such
17 center; and

18 “(B) support such center in scaling effec-
19 tive technical assistance, minimizing duplica-
20 tion, and addressing common implementation
21 challenges faced by States and emerging na-
22 tional education issues.

23 “(2) COMPOSITION.—The governing board de-
24 scribed this subsection shall be composed of—

1 “(A) not less than 1 member of each re-
2 gional governing board described in subsection
3 (a); and

4 “(B) a variety of members described in
5 subsection (a)(3)(A)(ii).

6 **“SEC. 207. COMPREHENSIVE CENTERS.**

7 “(a) AUTHORIZATION.—

8 “(1) IN GENERAL.—The Secretary shall award
9 11 grants, contracts, or cooperative agreements, on
10 a competitive basis, to establish national or regional
11 comprehensive centers, in accordance with para-
12 graph (2).

13 “(2) AWARD CRITERIA.—In awarding grants,
14 contracts, or cooperative agreements under para-
15 graph (1), the Secretary—

16 “(A) shall award 1 grant, contract, or co-
17 operative agreement to an eligible entity to en-
18 able that eligible entity to establish a national
19 comprehensive center that will support regional
20 comprehensive centers by—

21 “(i) scaling effective technical assist-
22 ance;

23 “(ii) minimizing duplication; and

24 “(iii) addressing—

1 “(I) common implementation
2 challenges faced by States; and

3 “(II) emerging national edu-
4 cation issues; and

5 “(B) shall ensure that 1 regional com-
6 prehensive center is established in each of the
7 geographic regions.

8 “(3) NATIONAL COMPREHENSIVE CENTER; RE-
9 GIONAL COMPREHENSIVE CENTERS.—In the case
10 of—

11 “(A) a national comprehensive center de-
12 scribed in paragraph (2)(A), the Nation shall be
13 considered to be the region served by the com-
14 prehensive center; and

15 “(B) a regional comprehensive center de-
16 scribed in paragraph (2)(B), the geographic re-
17 gion shall be considered to be the region served
18 by the comprehensive center.

19 “(b) ELIGIBLE ENTITIES.—

20 “(1) IN GENERAL.—Grants, contracts, or coop-
21 erative agreements under this section may be made
22 with research organizations, public agencies, private
23 entities, institutions of higher education, or partner-
24 ships among such entities, with the demonstrated
25 ability or capacity to carry out the activities de-

1 scribed in subsection (f) (referred to in this section
2 as ‘eligible entities’).

3 “(2) OUTREACH.—In conducting competitions
4 for grants, contracts, or cooperative agreements
5 under this section, the Secretary shall—

6 “(A) actively encourage eligible entities to
7 apply for such awards by making widely avail-
8 able information and technical assistance relat-
9 ing to the awards described under this section;
10 and

11 “(B) seek input from chief executive offi-
12 cers of States, chief State school officers, teach-
13 ers, principals, other school leaders, parents,
14 administrators, paraprofessionals, and other in-
15 dividuals with knowledge of the needs of the re-
16 gions to be served by the awards, regarding—

17 “(i) the needs in the regions for tech-
18 nical assistance authorized under this title;
19 and

20 “(ii) how such needs may be ad-
21 dressed most effectively.

22 “(3) REQUIREMENTS.—In determining whether
23 to award a grant, contract, or cooperative agreement
24 under this section, the Secretary shall ensure that
25 an eligible entity has a history of effectiveness in

1 providing high-quality technical assistance, including
2 by considering the results of any completed evalua-
3 tion required under this title or part D of title I if
4 such entity previously received a grant, contract, or
5 cooperative agreement under this title or title I.

6 “(c) APPLICATION.—

7 “(1) SUBMISSION.—

8 “(A) IN GENERAL.—Each eligible entity,
9 seeking a grant, contract, or cooperative agree-
10 ment under this section shall submit an applica-
11 tion at such time, in such manner, and con-
12 taining such additional information as the Sec-
13 retary may reasonably require, including the
14 plan described in paragraph (2).

15 “(B) ENGAGEMENT.—To help ensure ap-
16 plications submitted under this paragraph are
17 responsive to challenges facing students, practi-
18 tioners, and education system leaders in the re-
19 gion proposed to be served, each eligible entity
20 submitting such an application shall meaning-
21 fully engage with not less than 1 individual or
22 entity located in such region from each of the
23 following categories, to inform the application:

24 “(i) State educational agencies.

25 “(ii) Local educational agencies.

1 “(iii) Practitioners, including teachers,
2 principals, and other school leaders.

3 “(iv) Students and parents.

4 “(v) Policymakers, expert practi-
5 tioners, and researchers with knowledge of,
6 and experience using, the findings from re-
7 search, evaluation, and statistics.

8 “(2) PLAN.—Each application submitted under
9 paragraph (1) shall contain—

10 “(A) an assurance that such applicant will
11 develop and regularly update a 5-year service
12 plan for carrying out the technical assistance
13 and capacity-building activities for the region in
14 a manner that addresses—

15 “(i) the priorities described under sec-
16 tion 205; and

17 “(ii) the needs of all States (and to
18 the extent practicable, of local educational
19 agencies) within the region to be served by
20 the national or regional comprehensive cen-
21 ter, on an ongoing basis; and

22 “(B) an assurance that such entity will de-
23 velop and regularly update and submit to the
24 Secretary a State service plan that includes—

1 “(i) a description of the capacity-
2 building supports to be delivered by the
3 center in response to educational chal-
4 lenges facing students, practitioners, and
5 education system leaders in a manner that
6 supports evidence use; and

7 “(ii) a description of the technical as-
8 sistance to be provided to support the ef-
9 fective implementation of the Elementary
10 and Secondary Education Act of 1965.

11 “(d) ALLOCATION.—

12 “(1) IN GENERAL.—Each regional comprehen-
13 sive center established under this section shall allo-
14 cate such center’s resources to and within each State
15 in a manner which reflects the need for assistance,
16 taking into account such factors as—

17 “(A) the proportion and number of stu-
18 dents from low-income backgrounds counted
19 under section 1113(a)(5) of the Elementary
20 and Secondary Education Act of 1965;

21 “(B) the number of schools implementing
22 comprehensive support and improvement activi-
23 ties, targeted support and improvement activi-
24 ties, and additional targeted support, under sec-

1 tion 1111(d) of the Elementary and Secondary
2 Education Act of 1965 in the region;

3 “(C) the increased cost burden of service
4 delivery in rural areas; and

5 “(D) any special initiatives being under-
6 taken by State, intermediate, local educational
7 agencies, or Bureau-funded schools, as appro-
8 priate, that may require special assistance from
9 the center.

10 “(2) RESPONSIVENESS.—In allocating resources
11 in accordance with paragraph (1), each regional
12 comprehensive center shall reserve not more than 15
13 percent of funds awarded by the Secretary for a fis-
14 cal year to respond in a timely fashion to urgent
15 needs of State educational agencies and local edu-
16 cational agencies served by such center for such fis-
17 cal year, which may also include modifying the ac-
18 tivities of the center and the State service plan de-
19 scribed in subsection (c)(2)(B).

20 “(e) SCOPE OF WORK.—Each comprehensive center
21 established under this section shall work with State edu-
22 cational agencies, local educational agencies, educational
23 service agencies, and schools, including Bureau-funded
24 schools, in the region where such center is located on
25 school improvement activities that take into account fac-

1 tors such as the proportion and number of students from
2 low-income backgrounds counted under section 1113(a)(5)
3 of Elementary and Secondary Education Act of 1965 in
4 the region, and give priority to—

5 “(1) schools in the region with high percentages
6 or numbers of students from low-income back-
7 grounds, as determined under section 1113(a)(5) of
8 the Elementary and Secondary Education Act of
9 1965, including such schools in rural and urban
10 areas, and schools receiving assistance under title I
11 of that Act;

12 “(2) local educational agencies in the region in
13 which high percentages or numbers of school-age
14 children are from low-income families, as determined
15 under section 1124(c)(1)(A) of the Elementary and
16 Secondary Education Act of 1965, including such
17 local educational agencies in rural and urban areas;
18 and

19 “(3) schools in the region that are imple-
20 menting comprehensive support and improvement
21 activities, targeted support and improvement activi-
22 ties, and additional targeted support under section
23 1111(d) of the Elementary and Secondary Edu-
24 cation Act of 1965.

1 “(f) ACTIVITIES.—A comprehensive center estab-
2 lished under this section shall provide high-quality, high-
3 impact technical assistance and capacity-building supports
4 to State educational agencies, local educational agencies,
5 educational service agencies, and schools, including Bu-
6 reau-funded schools, located in the region served by such
7 center by—

8 “(1) providing capacity-building supports de-
9 scribed in subsection (c)(2)(B)(i), which may include
10 supports to—

11 “(A) strengthen data privacy and security;

12 or

13 “(B) coordinate with other State and local
14 public agencies, institutions of higher education,
15 and entities to address challenges facing stu-
16 dents, practitioners, and education system lead-
17 ers;

18 “(2) providing training, professional develop-
19 ment, and technical assistance regarding implemen-
20 tation of laws described in subsection (c)(2)(B)(ii);

21 “(3) facilitating communication between teach-
22 ers, principals, other school leaders, paraprofes-
23 sionals, parents, families, librarians, and education
24 system leaders, as appropriate;

1 “(4) supporting evidence use amongst practi-
2 tioners and education system leaders, at a minimum,
3 in—

4 “(A) the core academic subjects of mathe-
5 matics, science, and reading or language arts;

6 “(B) meeting the needs of English learners
7 and children with disabilities; and

8 “(C) education technology (including as-
9 sistive and adaptive technology);

10 “(5) in coordination with the Director of the
11 Institute of Education Sciences, disseminating and
12 providing information, reports, and publications that
13 support teaching and learning to improve edu-
14 cational opportunities and student outcomes, par-
15 ticularly academic achievement, and particularly for
16 each subgroup of students, to students, families,
17 practitioners, education system leaders, and policy-
18 makers within the region served by the center;

19 “(6) bringing teams of experts together to de-
20 velop and implement school improvement plans and
21 strategies, especially in schools implementing com-
22 prehensive support and improvement activities, tar-
23 geted support and improvement activities, and addi-
24 tional targeted support under section 1111(d) of the

1 Elementary and Secondary Education Act of 1965;
2 and

3 “(7) supporting high-quality teacher and school
4 leader preparation, recruitment, and retention prac-
5 tices, including evidenced-based clinical experiences,
6 and improving the teacher pipeline in critical areas.

7 **“SEC. 208. FOCUS CENTERS.**

8 “(a) AUTHORIZATION.—

9 “(1) IN GENERAL.—The Secretary may award
10 not more than 3 grants, contracts, or cooperative
11 agreements to eligible entities (as described in sec-
12 tion 207(b)(1)) to enable those eligible entities to es-
13 tablish and operate focus centers on topics described
14 in subsection (b).

15 “(2) APPLICATION.—Each eligible entity, seek-
16 ing a grant, contract, or cooperative agreement
17 under this section shall submit an application at
18 such time, in such manner, and containing such ad-
19 ditional information as the Secretary may reasonably
20 require.

21 “(3) REQUIREMENTS.—Focus centers author-
22 ized under paragraph (1) shall—

23 “(A) address 1 or more topics described in
24 subsection (b);

1 “(B) carry out activities that increase evi-
2 dence use on such topic amongst practitioners,
3 education system leaders, elementary schools
4 and secondary schools, local educational agen-
5 cies, and State educational agencies; and

6 “(C) in a timely manner, develop evidence-
7 based products or tools regarding such topic
8 and widely disseminate such products or tools
9 to practitioners, education system leaders, and
10 policymakers in formats that are high-quality,
11 easily accessible, understandable, and action-
12 able.

13 “(b) TOPICS.—

14 “(1) ENGAGEMENT.—The Secretary shall en-
15 gage with—

16 “(A) regional governing boards, in accord-
17 ance with in section 206(a)(2)(D), to identify
18 challenges facing students and practitioners
19 that are of shared importance and urgency
20 across geographic regions; and

21 “(B) the Director of the Institute of Edu-
22 cation Sciences to examine the evidence bases of
23 research that may address the challenges identi-
24 fied in subparagraph (A).

1 “(2) IDENTIFICATION.—After carrying out the
2 engagement requirements in paragraph (1), the Sec-
3 retary, in consultation with the Director of the Insti-
4 tute of Education Sciences, shall identify topics for
5 focus centers that address educational challenges of
6 shared importance and urgency and that may be ad-
7 dressed through the mobilization of robust evidence
8 bases of research.

9 “(c) RULE.—In making awards under this section,
10 the Secretary may carry out distinct award competitions
11 for each topic developed under subsection (b).

12 **“SEC. 209. EVALUATIONS.**

13 “(a) COMPREHENSIVE CENTERS.—

14 “(1) NATIONAL CENTER FOR EDUCATION EVAL-
15 UATION AND EVIDENCE USE.—The Secretary shall
16 provide for ongoing independent evaluations by the
17 National Center for Education Evaluation and Evi-
18 dence Use of the comprehensive centers receiving as-
19 sistance under this title, the results of which shall be
20 transmitted to the Committee on Health, Education,
21 Labor, and Pensions and the Committee on Appro-
22 priations of the Senate and the Committee on Edu-
23 cation and the Workforce and the Committee on Ap-
24 propriations of the House of Representatives, the
25 Director of the Institute of Education Sciences, and

1 the public. Such evaluations shall include an analysis
2 of the services provided under this title, the extent
3 to which each of the comprehensive centers meets
4 the objectives of its respective plan, and the extent
5 to which—

6 “(A) technical assistance provided by such
7 centers—

8 “(i) was high quality and high impact;

9 “(ii) was responsive to the needs of
10 clients in the region; and

11 “(iii) improved implementation of the
12 laws described in section 207(c)(2)(C)(ii);

13 “(B) capacity-building services were high
14 quality and high impact, and responsive to the
15 educational challenges of State educational
16 agencies, local educational agencies, and schools
17 in the region; and

18 “(C) such centers effectively coordinated
19 with regional educational laboratories and other
20 federally funded technical assistance centers to
21 align technical assistance, minimize duplication,
22 and increase client satisfaction.

23 “(2) INDEPENDENT ENTITY.—In addition to
24 the evaluation described in paragraph (1), the Sec-
25 retary shall ensure that each comprehensive center

1 receiving assistance under this title is evaluated by
2 an independent entity, which shall be completed not
3 less than 1 fiscal year prior to the end of the period
4 of the grant, contract, or cooperative agreement with
5 the eligible entity that operates the comprehensive
6 center, and which shall—

7 “(A) include each of the analyses and as-
8 sessments described in paragraph (1); and

9 “(B) determine the extent to which such
10 center effectively supported the decisionmaking
11 of practitioners, education system leaders, and
12 policymakers located in the region served by the
13 center.

14 “(b) FOCUS CENTER EVALUATION.—The Secretary
15 shall provide for ongoing independent evaluations by the
16 National Center for Education Evaluation and Evidence
17 Use of the focus centers receiving assistance under this
18 title, the results of which shall be transmitted to the Com-
19 mittee on Health, Education, Labor, and Pensions and the
20 Committee on Appropriations of the Senate and the Com-
21 mittee on Education and the Workforce and the Com-
22 mittee on Appropriations of the House of Representatives,
23 the Director of the Institute of Education Sciences, and
24 the public. Such evaluations shall include an analysis of
25 the evidence use activities carried out by such center, and

1 such center’s effectiveness in addressing topics of shared
2 importance and urgency.

3 **“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.**

4 “There are authorized to be appropriated to carry out
5 this title such sums as may be necessary for fiscal year
6 2024 and for each of the 5 succeeding fiscal years.”.

7 (b) CONFORMING AMENDMENTS.—Section 2244 of
8 the Elementary and Secondary Education Act of 1965 is
9 amended—

10 (1) in subsection (a)(1), by striking “section
11 203” and inserting “section 207”; and

12 (2) in subsection (b)(5), by striking “section
13 203” and inserting “section 207”.

14 **TITLE III—NATIONAL ASSESS-**
15 **MENT OF EDUCATIONAL**
16 **PROGRESS**

17 **SEC. 301. REFERENCES.**

18 Except as otherwise expressly provided, whenever in
19 this title an amendment or repeal is expressed in terms
20 of an amendment to, or repeal of, a section or other provi-
21 sion, the reference shall be considered to be made to a
22 section or other provision of the National Assessment of
23 Educational Progress Authorization Act (20 U.S.C. 9621
24 et seq.).

1 **SEC. 302. NATIONAL ASSESSMENT GOVERNING BOARD.**

2 Section 302 (20 U.S.C. 9621) is amended—

3 (1) in subsection (c), by striking paragraph (4);

4 (2) by striking subparagraph (A) of subsection

5 (e)(1) and inserting the following:

6 “(A) establish an assessment schedule, in
7 consultation with the Commissioner for Edu-
8 cation Statistics to ensure the technical and
9 cost feasibility of such schedule’s implementa-
10 tion, that complies with the requirements of
11 section 303(b), including—

12 “(i) selecting the subject areas and
13 grades or ages to be assessed; and

14 “(ii) determining the years in which
15 such assessments will be conducted;” and

16 (3) in subsection (g)(2), by striking “on the De-
17 partment’s” and all that follows through the period
18 at the end and inserting the following: “on—

19 “(A) the Department’s actions to imple-
20 ment the decisions of the Assessment Board;
21 and

22 “(B) the budget of the Department regard-
23 ing the costs associated with the duties of the
24 Assessment Board and activities relating to the
25 National Assessment, including the technical
26 and cost feasibility of carrying out the assess-

1 ment schedule established under subsection
2 (e)(1)(A).”.

3 **SEC. 303. NATIONAL ASSESSMENT OF EDUCATIONAL**
4 **PROGRESS.**

5 Section 303 (20 U.S.C. 9622) is amended—

6 (1) in subsection (b)—

7 (A) in paragraph (2)—

8 (i) in subparagraph (B), by inserting
9 “subject to paragraph (4),” before “con-
10 duct”;

11 (ii) in subparagraph (C), by striking
12 “, but at least as” and all that follows
13 through the semicolon and inserting “and
14 at least once every 4 years;”; and

15 (iii) in subparagraph (E), by striking
16 “, to provide” and all that follows through
17 the semicolon and inserting “, subject to
18 paragraph (4)”;

19 (B) in paragraph (3)—

20 (i) in subparagraph (A)—

21 (I) in clause (i), by inserting
22 “subject to paragraph (4),” before
23 “shall”; and

1 (II) in clause (iv), by inserting
2 “subject to paragraph (4),” before
3 “shall”; and

4 (ii) in subparagraph (B)(ii), by insert-
5 ing “on” before “the standards”;

6 (C) by redesignating paragraphs (4)
7 through (6) as paragraphs (5) through (7), re-
8 spectively;

9 (D) by inserting after paragraph (3) the
10 following:

11 “(4) FREQUENCY OF BIENNIAL READING AND
12 MATHEMATICS ASSESSMENTS.—In carrying out the
13 reading and mathematics assessments requirements
14 under subparagraphs (B) and (E) of paragraph (2)
15 and paragraph (3), the Commissioner for Education
16 Statistics shall conduct such assessments in—

17 “(A) 2024;

18 “(B) 2027; and

19 “(C) every other year thereafter, in order
20 to provide for 1 year in which no such assess-
21 ments are conducted between each administra-
22 tion of such assessments.”; and

23 (E) in paragraph (6)(C), as redesignated
24 by subparagraph (C), by striking “information
25 on” and all that follows through the period at

1 the end and inserting “, to the extent feasible,
2 information needed to carry out paragraph
3 (2)(G).”;

4 (2) in subsection (c)—

5 (A) in paragraph (2)(D), by striking
6 “Chairman of the House Committee” and all
7 that follows through the period at the end and
8 inserting “Committee on Education and the
9 Workforce of the House of Representatives and
10 the Committee on Health, Education, Labor,
11 and Pensions of the Senate.”; and

12 (B) in paragraph (4), by inserting a
13 comma after “Code”;

14 (3) in subsection (d)(3)(B), by striking “For”
15 and inserting “In accordance with section
16 1111(g)(2)(D) of the Elementary and Secondary
17 Education Act of 1965, for”;

18 (4) in subsection (e)—

19 (A) in paragraph (2)—

20 (i) in subparagraph (A)—

21 (I) by striking “shall” and all
22 that follows through “by—” and in-
23 serting “shall be determined by—”;
24 and

1 (II) by redesignating subclauses
2 (I) and (II) as clauses (i) and (ii), re-
3 spectively, and indenting appro-
4 priately;

5 (ii) by striking subparagraph (B) and
6 inserting the following:

7 “(B) NATIONAL CONSENSUS APPROACH.—

8 The Assessment Board shall—

9 “(i) make the determinations de-
10 scribed in subparagraph (A) utilizing a na-
11 tional consensus approach; and

12 “(ii) ensure the achievement levels de-
13 veloped under such subparagraph are rea-
14 sonable, valid, and informative to the pub-
15 lic.”;

16 (iii) by striking subparagraphs (C)
17 and (D); and

18 (iv) by redesignating subparagraph
19 (E) as subparagraph (C); and
20 (B) in paragraph (4)—

21 (i) by striking “trial”;

22 (ii) by inserting “under this sub-
23 section,” after “development”; and

24 (iii) by inserting a comma after “offi-
25 cer”;

1 (5) in subsection (f)(1)(B)(ii), by striking “–”
2 after the semicolon; and

3 (6) in subsection (g)(2)—

4 (A) in the subsection heading, by striking
5 “INDIAN AFFAIRS SCHOOLS” and inserting
6 “INDIAN EDUCATION”; and

7 (B) by striking “Indian Affairs” and in-
8 serting “Indian Education”.

9 **SEC. 304. DEFINITIONS.**

10 Section 304 (20 U.S.C. 9623) is amended—

11 (1) by redesignating paragraphs (1) and (2) as
12 paragraphs (2) and (3), respectively;

13 (2) by inserting before paragraph (2), as redesi-
14 gnated by paragraph (1), the following:

15 “(1) IN GENERAL.—The terms ‘elementary
16 school’, ‘local educational agency’, ‘secondary
17 school’, and ‘Secretary’ have the meanings given
18 those terms in section 8101 of the Elementary and
19 Secondary Education Act of 1965.”;

20 (3) in paragraph (2), as redesignated by para-
21 graph (1), by inserting “DIRECTOR.—” before “The
22 term”; and

23 (4) in paragraph (3), as so redesignated, by in-
24 serting “STATE.—” before “The term”.

1 **SEC. 305. AUTHORIZATION OF APPROPRIATIONS.**

2 Section 305(a) (20 U.S.C. 9624(a)) is amended to
3 read as follows:

4 “(a) IN GENERAL.—There are authorized to be ap-
5 propriated—

6 “(1) for fiscal year 2024—

7 “(A) such sums as may be necessary to
8 carry out section 302; and

9 “(B) such sums as may be necessary to
10 carry out section 303; and

11 “(2) for each of the 5 succeeding fiscal years,
12 such sums as may be necessary to carry out sections
13 302 and 303.”.

○